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ABSTRACT

Intended as a model for high school English curricula, this guide outlines the English courses offered for students in grades 9 through 12 in the Oxnard Union High School District (California). The first part of the guide offers a philosophy, the goals and objectives of the curriculum, and scope and sequence. The remainder of the guide provides information on each course, including the recommended grade level, length of the course, necessary textbook(s) and materials, outline of the course content, objectives, and assessment procedures. The types of courses described include four levels of English as a second language (ESL), basic English for limited-English-proficient (LEP) students, four levels of reading instruction, American and English literature, honors courses, speech, drama, and an independent study course for seniors. Courses which do not meet English or graduation requirements are identified. (JC)

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OXNARD UNION HIGH SCHOOL DISTRICT

CURRICULUM FRAMEWORK

For

ENGLISH

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OXNARD UNION HIGH SCHOOL DISTRICT

ENGLISH FRAMEWORK

PHILOSOPHY

English is an integral part of the total curriculum, and every student must be given the opportunity to achieve a communication level necessary to succeed in education, work, and society.

The English core curriculum encompasses listening, speaking, reading, literature, spelling, vocabulary, study skills, usage, writing, and reasoning skills. Every student will also be given the opportunity to select courses that provide challenges beyond the requirements of the core curriculum.

GOALS AND OBJECTIVES

Listening

The student will acquire and improve the following listening skills:

1. to repeat and interpret simple instructions.
2. to follow directions.
3. to identify various points of view.
4. to listen to materials and determine the main idea.

Speaking

The student will acquire and improve the following speaking skills:

1. to respond to oral questions in an appropriate manner.
2. to discuss orally ideas and impressions formed from reading and listening.

Reading

Psychomotor:

The student will acquire and improve the following psychomotor skills:

1. to express oneself appropriately by reading orally and writing legibly.
2. to read silently, using the proper techniques.

Analytical:

The student will acquire and improve the following analytical skills:

1. to identify, comprehend, and interpret details from written materials.
2. to arrange and recognize a logical order in printed materials.
3. to distinguish between the main idea and its supporting details.
4. to distinguish between statements of fact and opinion.

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Literature

The student will acquire the following skills for understanding literature.
1. to recognize the central ideas of our cultures as expressed through literature.
2. to apply information gained from literature to one's life or society.
3. to make verbal and/or written responses to literature.
4. to understand basic literary terms.
5. to appreciate literature as art.

Spelling

The student will acquire the following spelling skills:
1. to spell words from selected spelling lists.
2. to understand the basic rules of spelling.

Vocabulary

The student will acquire the following vocabulary skills:
1. to understand and recognize words from vocabulary lists.
2. to recognize and identify synonyms, antonyms, and homonyms.
3. to use word attack skills in determining word meanings.
4. to recognize and understand figurative language and idioms.

Study Skills

The student will acquire the following study skills:
1. to alphabetize.
2. to recognize and use various parts of a textbook.
3. to follow written and oral directions.
4. to use and interpret graphic materials.
5. to use a dictionary.
6. to read and utilize periodicals, newspapers, and general community information sources.
7. to use library reference systems and reference materials.

Usage

The student will acquire the skills:
1. to use proper grammar.
2. to use proper mechanics.

Writing

The student will acquire the skill to develop essential skills and various styles necessary for practical (survival/vocational), narrative, descriptive, expository, persuasive, and analytical writing.

Thinking

The student will acquire the following thinking skills:
1. to reason effectively.
2. to interpret correctly.

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SCOPE AND SEQUENCE

9	ENGLISH 101 ESL CONVERSATION	ENGLISH 9 BASIC ---	READING 9 → ←	ENGLISH 9 ---	ENGLISH 1	ENGLISH 1 HONORS
10	ENGLISH 102 ESL CONVERSATION	ENGLISH 10 BASIC ---	READING SKILLS → ←	ENGLISH 10 ---	ENGLISH 2	ENGLISH 2 HONORS
11	ENGLISH 103 ESL READING/ COMPOSITION	ENGLISH 11 BASIC		ENGLISH 11	ENGLISH 3	ENGLISH 3 HONORS
12	ENGLISH 104	ENGLISH 12 BASIC		ENGLISH 12	ENGLISH 4	ENGLISH 4 HONORS

The English Department Curriculum Framework provides a four-year program which affords students a wide spectrum of instruction. This instruction ranges from providing a non-English speaking student the instruction necessary to function in an English speaking environment to those skills necessary to succeed within a college or university environment.

The English Framework also provides a variety of enrichment courses designed to improve and/or enhance a student's knowledge and appreciation of the language and literature. An Independent Study Course allows students and teachers to develop an English course that is not offered in the regular instructional program.

There is flexibility within the English scope and sequence which allows the student to enroll in courses that best suits one's needs and abilities.

It should be noted that student's enrollment in the English 101-104 sequence and their related ESL courses is dependent upon the students' language proficiency, rather than upon the grade level of the enrollee.
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ENGLISH FRAMEWORK

The courses listed below are in the same sequence as they appear in the following pages of the English Curriculum Framework.

			Recommended Grade Level					
DPC #	Course Title		9	10	11	12	Credit--Length	
2013	English 101		X	X	X	X	*10	Year
2023	** ESL Conversation 101		X	X	X	X	10	Year
2033	English 102		X	X	X	X	*10	Year
2043	** ESL Conversation 102		X	X	X	X	10	Year
2053	English 103		X	X	X	X	*10	Year
2063	** ESL Reading 103		X	X	X	X	5	Sem.
2073	** ESL Composition 103		X	X	X	X	5	Sem.
2083	English 104		X	X	X	X	10	Year
2092	** Reading 9		X				10	Year
2102	** Reading Skills			X	X	X	*5	Sem.
2111	** Reading Techniques		X	X	X	X	5	Sem.
2125	Advanced Reading Techniques	(P)			X	X	5	Sem.
2132	English 9--Basic		X				10	Year
2141	English 9		X				10	Year
2155	English 1	(P)	X				10	Year
2164	English 1--Honors	(HP)	X				10	Year
2172	English 10--Basic			X			10	Year
2181	English 10			X				
2195	English 2	(P)		X			10	Year
2204	English 2--Honors	(HP)		X			10	Year
2212	English 11--Basic				X		10	Year
2221	English 11				X		10	Year
2235	English 3	(P)			X		10	Year
2244	English 3--Honors	(HP)			X		10	Year
2252	English 12--Basic					X	10	Year
2261	English 12					X	10	Year
2275	English 4	(P)				X	10	Year
2284	English 4--Honors	(HP)				X	10	Year

* Upon approval of the teacher and counselor, this course may be repeated for credit.

** These classes do not count toward meeting the English graduation requirement.

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ENGLISH FRAMEWORK

The courses listed below are in the same sequence as they appear in the following pages of the English Curriculum Framework.

DPC #	Course Title		Recommended Grade Level				Credit--Length	
			9	10	11	12		
2295	Grammar	(P)	X				5	Sem.
2305	Literature 1	(P)	X				5	Sem.
2315	Advanced Grammar	(P)		X	X	X	5	Sem.
2325	Literature 2	(P)		X	X	X	5	Sem.
2334	Literature 2--Honors	(HP)		X			10	Year
2345	American Literature 1	(P)			X	X	5	Sem.
2354	American Literature 1--Honors	(HP)			X		5	Sem.
2365	American Literature 2	(P)			X	X	5	Sem.
2374	Americal Literature 2--Honors	(HP)			X	X	5	Sem.
2385	English Literature 1	(P)			X	X	5	Sem.
2395	English Literature 2	(P)			X	X	5	Sem.
2400	** Speech 1		X	X	X	X	5	Sem.
2415	Discussion and Debate	(P)		X	X	X	5	Sem.
2425	Composition	(P)			X	X	5	Sem.
2435	Creative Writing	(P)			X	X	5	Sem.
2445	Shakespeare	(P)			X	X	5	Sem.
2455	Modern Literature	(P)			X	X	5	Sem.
2460	** Drama		X	X	X	X	10	Year
2470	** Advanced Drama			X	X	X	*10	Year
2485	Independent Study: English					X	5	Sem.

* Upon approval of the teacher and counselor, this course may be repeated for credit.

** These classes do not count toward meeting the English graduation requirement.

Note: Drama and Advanced Drama count toward meeting Fine Arts graduation requirements.

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A. Course Information

Grade Level: 9-12.

Length of Course: Two semesters. Upon teacher and counselor recommendation, this course may be repeated for credit.

Type: Counts toward meeting English graduation requirements.

Recommendation for Enrollment:

The course is designed for the identified limited-English-proficient (LEP) student. The course will concentrate on four language skills (listening, speaking, reading, and writing) with emphasis on the oral/aural development. This is the beginning English course for the very limited or non-English-speaking student.

B. Brief Description of the Course:

This course concentrates on four language skills (listening, speaking, reading, and writing) with emphasis on the oral/aural development. It is not a remedial English class, as the potential of many of the students who are eligible for this course is very high. This is the first course for the identified limited-English-proficient (LEP) student.

C. Board-adopted Textbook:

Harris. Practical English 1. (Harcourt Brace) Adopted 1986

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. First semester:
   a. Spelling/vocabulary skills--emphasize learning the English alphabet and developing a basic vocabulary.
   b. Grammar and usage--concentrate on common regular present and past verbs and simple statements, questions, commands, and negation.
   c. Oral skills--concentrate on acceptable pronunciation of English phonemes and simple words.
   d. Aural skills--emphasize following simple oral directions given in English.
   e. Reading comprehension--concentrate on reading words and simple sentences to develop ethical, aesthetic, and cultural values and to become aware of social and political issues.
   f. Other language arts skills--concentrate on simple alphabetizing.

E. Brief Outline of Course Content: (Cont'd)

2. Second semester:
    a. Spelling/vocabulary skills--continue vocabulary development and also concentrate on spelling and syllabication.
    b. Grammar and usage--concentrate on irregular present and past verbs; present participle; "do," "does," "did," "idioms," punctuation; capitalization; sentence structure.
    c. Oral skills--emphasize pronunciation of simple words and oral reading.
    d. Aural skills--emphasize answering simple questions that are asked orally.
    e. Continue reading and writing (see e. & f. of first semester).
    f. Minimum Essentials--practice oral/aural and writing objectives as appropriate to the student's level.

F. Behavioral Objectives for ENGLISH 101:

On teacher-selected tests, quizzes, checklists, and/or written assignments, and evaluated by the teacher's judgment, students will demonstrate development in:

1. Spelling and vocabulary skills by:
    a. Reciting and writing the English alphabet.
    b. Correctly defining, spelling, and using in simple sentences basic nouns, verbs, pronouns (personal and possessive), adjectives, prepositions, coordinating conjunctions, contractions, question words, and cardinal and ordinal numbers.
    c. Dividing simple words into syllables.

2. Grammar and usage skills by:
    a. Knowing and using both orally and in writing common regular and irregular verbs in simple present and past tense, the present participle with auxiliary verb "to be," and "do," "does," and "did" in questions.
    b. Knowing and using orally and in writing the proper word order for simple statements, questions, commands, and negation.
    c. Constructing simple sentences with basic sentence patterns.
    d. Constructing simple sentences with compound parts.
    e. Knowing and using both orally and in writing common idioms.
    f. Properly punctuating the ends of sentences.
    g. Properly capitalizing proper nouns, proper adjectives, and words at the beginnings of sentences.

3. Oral skills by:
    a. Knowing and using acceptable pronunciation of English phonemes.
    b. Knowing and using acceptable pronunciation of simple English vocabulary.
    c. Correctly answering orally simple questions from teacher-designed list.
    d. Reading orally in English.

F. Behavioral Objectives for ENGLISH 101: (Cont'd)

4. Aural skills by:
    a. Demonstrating listening comprehension by following simple oral directions in English.
    b. Correctly answering simple questions from teacher-designed lists.

5. Reading comprehension by reading and comprehending simple sentences and paragraphs by answering, orally or in writing, questions about teacher-selected reading selections.

6. Writing skills by writing simple words and sentences with correct spelling, sentence structure, verb tense, and logical meaning.

7. Alphabetizing a list of words given by the teacher.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

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English
ESL CONVERSATION 101
DPC #2023

A. Course Information

Grade Level: 9-12.

Length of Course: Two semesters.

Type: Elective. This course does not count toward meeting English graduation requirements.

Recommendation for Enrollment:

Concurrent enrollment in English 101.

B. Brief Description of the Course:

This course is designed for the identified limited-English-proficient (LEP) student enrolled in English 101. The student will learn basic oral communication skills, stressing vocabulary and basic structure. The course will also stress the oral/aural skills of English 101. The student is expected to progress from following simple oral directions in English to using appropriate English in everyday situations.

C. Board-adopted Textbook:

Mrowicki and Furnborough. A New Start: A Functional Course in Basic Spoken English and Survival Literacy. (Heinemann) Adopted 1986

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. First semester:
    a. Aural skills--responding to simple commands, appropriately responding to questions with oral "yes/no" answers.
    b. Oral skills--giving simple directions, answering questions with appropriate affirmative or negative answers both long and short, expressing basic survival needs.
    c. Vocabulary development--orally naming objects and activities from a survival vocabulary index, including simple prepositions.
    d. Usage--orally manipulating basic grammatical structures and present and present-progressive tenses with the survival vocabulary learned.

E. Brief Outline of Course Content: (Cont'd)

2. Second semester:
    a. Aural skills--responding to commands and answering simple information questions (who, where, etc.).
    b. Oral skills--giving commands, asking simple "yes/no" and information questions and responding to informational questions with complete answers.
    c. Vocabulary development--using basic vocabulary to express thoughts and ideas orally.
    d. Usage--using simple English language structure, present and simple past tenses to express needs, wants, and ideas orally.

F. Behavioral Objectives for ENGLISH CONVERSATION 101:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment:

1. The student will attempt to use oral English by voicing sounds, words, etc. (oral repetition).
2. The student will follow simple oral directions in English.
3. The student will demonstrate development of English vocabulary for everyday situations by appropriately using everyday English vocabulary.
4. The student will orally answer simple questions and formulate simple statements in English with acceptable sentence structure.
5. The student will orally ask simple questions in English with acceptable structure.
6. The student will use acceptable pronunciation of simple English vocabulary.
7. The student will use acceptable intonation in simple statements and questions in English.
8. The student will demonstrate development of basic English survival vocabulary by appropriately using teacher-selected vocabulary.
9. The student will speak in English for 1-2 minutes on a teacher-selected subject.
10. The student will review minimum essentials materials as appropriate to the student's level.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

A. Course Information

Grade Level: 9-12.

Length of Course: Two semesters. Upon teacher and counselor recommendation, this course may be repeated for credit.

Type: Counts toward meeting English graduation requirements.

Recommendation for Enrollment:

Any student who is learning English as a second language and whose oral/aural skills in English are not yet sufficiently developed for the student to benefit fully from a basic, standard, or college preparatory English class could enroll in this class if there has been successful completion of the first course in the series, or if the students' oral/aural abilities are sufficient for the course as determined.

B. Brief Description of the Course:

This course concentrates on the oral/aural and usage skills of English for the identified limited-English-proficient student. It is not a remedial English class, as the potential of many of the students who are eligible for this course is very high. This is the second course for the LEP student.

C. Board-adopted Textbook:

Harris. Practical English 2. (Harcourt Brace) Adopted 1986

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. First semester:
   a. Spelling/vocabulary skills--concentrate on vocabulary development.
   b. Grammar and usage--emphasize irregular past verbs and the simple future.
   c. Oral skills--concentrate on conversing with acceptable pronunciation, intonation, and sentence structure.
   d. Aural skills--emphasize following oral directions.
   e. Reading comprehension--emphasize reading short selections and answering questions on same to develop ethical, aesthetic, and cultural values.
   f. Writing Skills--concentrate on writing coherent short paragraphs.
   g. Other language arts skills--emphasize simple literary terms.

E. Brief Outline of Course Content: (Cont'd)

2. Second semester:
    a. Spelling and vocabulary skills--emphasize vocabulary development, syllabication, and spelling.
    b. Grammar and usage--concentrate on verb tenses and capitalization and punctuation.
    c. Oral skills--emphasize conversations.
    d. Aural skills--concentrate on listening to oral selections and answering questions on same.
    e. Reading comprehension skills--emphasize reading short stories and answering questions on same.
    f. Writing skills--concentrate on writing friendly letters and summaries
    g. Other language arts skills--emphasize library skills.

F. Behavioral Objectives for ENGLISH 102:

On teacher-selected tests, quizzes, checklists, and/or written assignments, and evaluated by the teacher's judgment, students will demonstrate development in:

1. Spelling and vocabulary skills by:
    a. Correctly defining, spelling, and using in simple sentences basic words, including adverbs, pronouns (indefinite and demonstrative), synonyms, antonyms, comparison words, and superlatives.
    b. Demonstrating a knowledge of basic spelling rules.

2. Grammar and usage skills by:
    a. Using both orally and in writing common idioms, irregular past tense verbs, and the present participle with auxiliary verbs.
    b. Using orally and in writing the future tense.
    c. Using orally and in writing the proper construction of compound sentences.
    d. Properly capitalizing words.
    e. Punctuating correctly with commas in dates, addresses and series, and end punctuation.

3. Oral skills by:
    a. Asking and answering simple English questions with acceptable pronunciation and intonation.
    b. Carrying on a basic conversation in English with acceptable pronunciation, intonation, and sentence structure.
    c. Presenting a short (2-3 minutes) oral report in English.

4. Aural skills by:
    a. Following directions given orally in English.
    b. Answering questions on a reading selection read to student.

F. Behavioral Objectives for ENGLISH 102: (Cont'd)

5. Reading comprehension by answering orally or in writing questions about reading selections.

6. Writing skills by writing coherent short paragraphs and letters.

7. Minimum Essentials--By practicing skills required for passing the Minimum Essentials tests.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

A. Course Information

Grade Level: 9-12.

Length of Course: Two semesters.

Type: Elective. This course does not count toward meeting English graduation requirements.

B. Recommendation for Enrollment:

This course is designed for the identified limited-English-proficient student enrolled in English 102. The student will learn advanced oral communication skills, stressing development of vocabulary, and structure as taught in English 102. The student is expected to progress from using simple conversational English to more advanced communicational situations.

C. Board-adopted Textbook: None.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. First Semester
   a. Aural skills--responding to a series of directions and answering informational questions appropriately.
   b. Oral skills--responding to complex questions and formulating complex/compound informational questions.
   c. Vocabulary--oral practice of advanced concrete vocabulary, prepositions, and adverbs.
   d. Usage--manipulate past, irregular past, and future tenses to orally communicate thoughts and ideas in complete sentences or phrases.

2. Second Semester
   a. Aural skills--responding to complex/compound questions appropriately and to a series of complex instructions.
   b. Oral skills--answering complex/compound informational questions with phrases or sentences containing two or more ideas. Speaking extemporaneously on a given topic.
   c. Vocabulary--oral practice of common abstract words including prepositions and adverbs. Oral practice of idiomatic phrases.
   d. Usage--using all simple verb forms to communicate thoughts orally, ideas, needs, etc., in simple and complex phrases, sentences, and discourses.

F. Behavioral objectives for ESL CONVERSATION 102:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment:

1. The student will practice the vocabulary and structure of English 102 by voicing phrases and sentences, simple and complex, in conversational situations.
2. The student will follow a series of oral directions in English.
3. The student will demonstrate development of English vocabulary appropriate for the English 102 level of instruction.
4. The student will orally answer questions and formulate complex statements in English with acceptable sentence structure in present, past, and future tenses.
5. The student will orally ask informational questions in English with acceptable vocabulary.
6. The student will use acceptable pronunciation of English vocabulary.
7. The student will use acceptable intonation in statements and questions in English.
8. The student will demonstrate development of advanced English survival vocabulary by appropriately using teacher-selected vocabulary.
9. The student will speak in English for 3 to 5 minutes on a teacher-selected subject.
10. The student will review Minimum Essentials materials as appropriate to one's level.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

A. Course Information

Grade Level: 9-12.

Length of Course: Two semesters. Upon teacher and counselor recommendation, this course may be repeated for credit.

Type: Counts toward meeting English graduation requirements.

Recommendation for Enrollment:

Any student who is learning English as a second language whose oral/aural skills in English are not yet sufficiently developed for the student to benefit fully from a basic, standard, or college preparatory English class could enroll in this class (1) if there has been successful completion of the second course in the series, or (2) oral/aural abilities are sufficient for the course, as determined by pretests.

B. Brief Description of the Course:

This course continues the English language and usage improvement, language patterns, verbs tenses, etc. for the limited-English-proficient student. It is the third of four English courses for the designated LEP student.

C. Board-adopted Textbook:

Harris. Practical English 3. (Harcourt Brace) Adopted 1986

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. First semester:
   a. Spelling/vocabulary skills--emphasize vocabulary building with prefixes, suffixes, and roots.
   b. Grammar and usage--concentrate on perfect tenses, passive voice, and modal auxiliaries.
   c. Oral skills--emphasize class discussion.
   d. Aural skills--emphasize answering questions on selections read orally.
   e. Reading comprehension--concentrate on short stories and articles to develop ethical, aesthetic, and cultural values and to become aware of social and political issues.
   f. Writing Skills--emphasize business letters and summaries.

E. Brief Outline of Course Content: (Cont'd)

2. Second semester:
    a. Spelling and vocabulary skills--emphasize vocabulary building and spelling commonly misspelled words.
    b. Grammar and usage skills--concentrate on complex and compound, compound/complex sentences, as well as acceptable usage of all verb tenses.
    c. Oral skills--emphasize oral discussion and oral exposition.
    d. Aural skills--concentrate on answering questions on selections, read orally, lectures, etc.
    e. Reading comprehension skills--emphasize short selections.
    f. Writing skills--emphasize short paragraphs.

F. Behavioral Objectives for ENGLISH 103:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Spelling and vocabulary skills by:
    a. Correctly defining spelling, and using in sentences subordinate conjunctions, homonyms, and other vocabulary designated by the teacher.
    b. Correctly defining and combining prefixes, suffixes, and root words.
    c. Writing correct abbreviations for common words.
2. Grammar and usage skills by:
    a. Using both orally and in writing idioms and modal auxiliaries.
    b. Using orally and in writing all of the principal parts of verbs, perfect tenses, irregular past participles, auxiliary verbs, gerunds, infinitives, and participles.
    c. Constructing complex and compound, compound-complex sentences.
    d. Properly using common punctuation marks, including the semicolon, parentheses, and quotation marks.
3. Oral skills by:
    a. Conversing in English with acceptable pronunciation and intonation, and with a variety of sentence structures and vocabulary.
    b. Delivering an expository speech in English of approximately 3-5 minutes.
4. Aural skills by:
    a. Following a series of directions given orally in English.
    b. Answering questions on selections read orally to the student.
5. Answering orally or in writing questions on selected short essay and stories.
6. Writing coherent paragraphs, business letters, and summaries.
7. Minimum Essentials skills appropriate to this level.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:
1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

A. Course Information

Grade Level: 9-12.

Length of Course: One semester.

Type: Elective. This course does not count toward meeting English graduation requirements.

Recommendation for Enrollment:

Concurrent enrollment in English 103, fall semester.

B. Brief Description of the Course:

ESL Reading 103 is a course to improve English language skills for the advanced ESL student through reading, listening, and study skills. Vocabulary development, comprehension, and syntax will be emphasized.

C. Board-adopted Textbook: None.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. First Semester
    a. Word study--study vocabulary for word meanings, including prefixes, suffixes, and root words.
    b. Reading comprehension--read and discuss short items and paragraphs using survival sources such as newspapers, magazines, telephone directories, community and school bulletins, and written instructions.
    c. Minimum Essentials--practice on selected vocabulary items from department worksheets.

2. Second Semester
    a. Word study--continue study of word structure, discuss and practice idiomatic phrases and advanced ESL vocabulary.
    b. Reading comprehension--read and discuss longer articles and short stories, and essays to develop ethical, aesthetic, and cultural values and to become aware of social and political issues.
    c. Minimum Essentials--continue practice on selected vocabulary items from department worksheets.

F. Behavioral Objectives for ESL READING 103:

On teacher-selected tests, quizzes, and/or checklists, and evaluated by teacher's judgment, students will demonstrate development in:

1. Spelling and vocabulary skills by knowing word structure, including prefixes, suffixes, and root words.

2. General reading skills by:
    a. Pointing out main ideas.
    b. Pointing out critical details.
    c. Following directions, comprehending new vocabulary, conversing on current topics and listening and reading for effective directional activity (to include survival skills).

3. Comprehension skills by identifying reading concepts from words to phrases to sentences to paragraphs.

4. Minimum Essentials skills in communications.

G. Assessment Procedures:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

A. Course Information

Grade Level: 9-12.

Length of Course: One semester.

Type: Elective. This course does not count toward meeting English graduation requirements.

Recommendation for Enrollment:

Concurrent enrollment in English 103, spring semester.

B. Brief Description of the Course:

This course is designed as a sequential writing course in English composition for identified limited-English-proficient students. The areas of theme writing included are those considered vital to writing skills. A review of Minimum Essentials will be provided as needed.

C. Board-adopted Textbook: None.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. Writing mechanics:
    a. Spelling and punctuation
    b. Sentence structure and variety
    c. Paragraph structure
2. Types of paragraphs:
    a. Expository
    b. Persuasive
    c. Narrative
    d. Descriptive
3. Types of essays:
    a. Expository
    b. Persuasive
    c. Narrative
    d. Descriptive

E. Brief Outline of Course Content: (Cont'd)

4. Library skills:
    a. Using the library
    b. Writing a report

5. Minimum Essentials Skills in communications.

F. Behavioral Objectives for ESL COMPOSITION 103:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Demonstrate an understanding of spelling and punctuation rules.

2. Demonstrate an understanding of mechanics and structure of the sentence.

3. Demonstrate an understanding of the structure of a paragraph through the use of transitions.

4. Demonstrate an ability to write different kinds of paragraphs:
    a. Expository
    b. Narrative
    c. Descriptive
    d. Persuasive

5. Demonstrate an ability to write different kinds of essays.
    a. Expository
    b. Narrative
    c. Descriptive
    d. Persuasive

6. Demonstrate an ability to write a report and use the library.

7. Demonstrate Minimum Essentials for Basic Communications.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

A. Course Information

Grade Level: 9-12.

Length of Course: Two semesters.

Type: Counts toward meeting English graduation requirements.

Recommendation for Enrollment:

Any student who is learning English as a second language and whose skills in English could be further refined by specific advanced ESL training could enroll in this class if (1) there has been successful completion of the third course in the series, (2) if the student has teacher recommendation, or (3) if the student's skills are sufficient for the course as determined by pre-tests.

B. Brief Description of the Course:

This course concentrates on the refinement of oral/aural nouns, grammar, usage, reading, and writing skills of English for the identified limited-English-proficient student. It is recommended that a student taking English 104 concurrently enroll in an English course in the regular program. This is the last of four courses for the identified LEP student. Students who have not passed Minimum Essentials test must be provided instruction in those areas.

C. Board-adopted Textbook: None.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

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E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. First semester:
   a. Spelling and vocabulary skills--emphasize vocabulary building with the use of prefixes, roots, and suffixes.
   b. Grammar and usage skills--concentrate on usage.
   c. Oral skills--emphasize oral discussion.
   d. Aural skills--emphasize answering questions on lectures.
   e. Reading comprehension--read short essays, anecdotes, and stories.
   f. Writing skills--emphasize book reports, autobiographies.
   g. Other language arts skills--concentrate on library skills.

2. Second semester:
   a. Spelling and vocabulary skills--emphasize spelling demons, prefixes, suffixes, roots.
   b. Grammar and usage skills--concentrate on usage.
   c. Oral skills--emphasize discussion.
   d. Aural skills--emphasize lectures and complex directions.
   e. Reading comprehension--emphasize essays and at least one book-length piece of literature to develop ethical, aesthetic, and cultural values and to become aware of social and political issues.
   f. Writing skills--emphasize book reports, autobiographies, and resumes.
   g. Other language arts skills--emphasize note-taking.

F. Behavioral Objectives for ENGLISH 104:

On teacher-selected tests, quizzes, checklists, written assignments, and evaluated by the teacher's judgment, students will demonstrate development in:

1. Spelling and vocabulary skills by:
   a. Demonstrating a knowledge of spelling rules by correctly spelling selected vocabulary.
   b. Demonstrating a knowledge of spelling basic prefixes, suffixes, and roots.
   c. Correctly defining, spelling, and using appropriate vocabulary in sentences.

2. Grammar and usage skills by:
   a. Using both orally and in writing the proper construction of compound/complex sentences.
   b. Correctly using idioms, both orally and in writing.
   c. Correctly using commas, semicolons in compound sentences, quotation marks, and colons preceding a list.

3. Oral skills by:
   a. Orally stating and defending a premise with the use of reasoning and evidence.
   b. Participating in group or panel discussions.

4. Aural skills by:
   a. Following directions requiring a series of complex tasks.
   b. Determining the main idea(s) of an oral presentation.

F. Behavioral Objectives for ENGLISH 104: (Cont'd)

5. Reading comprehension by:
    a. Answering orally or in writing questions about reading selections.
    b. Showing improvement on pre/post standardized and/or criterion referenced tests.

6. Writing skills by:
    a. Writing coherent short essays and letters of application.
    b. Taking notes on an oral or written selection.
    c. Minimum Essentials operations writing requirements.

7. Other language arts skills by:
    a. Using the library reference sources (reference books, card catalogue, Readers' Guide).
    b. Demonstrating a knowledge of textbook study methods (skimming, scanning, etc.)
    c. Practicing Minimum Essentials exercises for communication.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

A. Course Information

Grade Level: 9.

Length of Course: One or two semesters, as needs are determined by teacher/ counselor recommendation.

Type: Elective. This course does not count toward meeting English graduation requirements.

Recommendation for Enrollment:

This course is designed to meet the reading development needs of students concurrently enrolled in English 9 or English 9--Basic and whose standardized reading test scores show that they are reading at least two years below grade level.

B. Brief Description of the Course:

Reading 9 is a course for students who are not reading at grade level. The course is designed to establish the student's independent reading level and to encourage a positive attitude toward learning. Students will develop their skills in: informal listening, oral language, basic writing to improve reading, basic sight and meaning vocabulary, decoding/language processing, basic punctuation signals, reading in the content areas, using information to further learning, varying reading rate, and understanding literature. Through improved reading skills, students will be more likely to develop a lifelong desire to read independently.

C. Board-adopted Textbook: None.

D. Supplementary Instructional Materials:

Reading 9 is a blend of individualized and group instruction which uses a variety of teaching strategies and materials. Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Standardized tests of reading comprehension.
2. Publisher developed "timed reading" exercises.
3. Various sets of high-interest/low reading level anthologies, with accompanying comprehension questions.
4. Multiple-level, speed-controlled, machine presentations of reading comprehension exercises.
5. Various publishers' kits designed to reinforce reading comprehension practice.
6. Listen and read-along sets of books and cassettes.
7. High-interest/low-reading-level paperback books.
8. Teacher and publisher-designed worksheets.
9. Audio-visual presentations with reading comprehension questions.

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E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

Reading 9 will include:

1. Establishing student independent reading level.
2. Using informational listening skills effectively.
3. Practicing oral language.
4. Writing as an aid to improve reading.
5. Improving basic sight and meaning vocabulary.
6. Learning the value of reading as a process of obtaining meaning.
7. Using decoding/language processing skills to read the printed word with more ease.
8. Using punctuation signals appropriately.
9. Developing the ability to read with better comprehension appropriate written materials used in the content areas of the school's curriculum.
10. Locating, organizing, and utilizing information to further learning.
11. Developing the ability to adopt a reading rate and style appropriate to the purpose for reading and the specific written materials to be read.

F. Behavioral Objectives for READING 9:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Begin reading improvement at their current independent reading level.
2. Develop the ability to listen to teacher-selected materials and appropriately answer comprehension questions.
3. Develop the ability to read orally and to respond orally to questions.
4. Develop the ability to write:
    a. an appropriate response to a question.
    b. a complete sentence using given vocabulary.
    c. a one-sentence summary of a given reading selection.
5. Develop basic sight and meaning vocabulary.
6. Understand the value of reading as a process of obtaining meaning by:
    a. following and interpreting a simple sequence of ideas and events.
    b. identifying main idea and supporting details in a given reading selection.
    c. drawing conclusions and making judgments based on information received.
7. Decode/process language by:
    a. recognizing affixes and root words.
    b. using context clues.
8. Recognize end-of-sentence punctuation and the meaning of punctuation, including:
    a. periods, question marks, and exclamation points.
    b. commas in series, dates, and addresses.
9. Develop comprehension skills appropriate to the content areas.

F. Behavioral Objectives for READING 9: (Cont'd)

10. Locate, organize, and utilize information to further learning:
    a. parts of books (index, table of contents, title page, glossary).
    b. alphabetizing materials.
    c. following directions.
    d. using reference books efficiently.
    e. reading materials used for everyday living.
11. Adapt rate of reading to purpose of reading.
12. Gain personal satisfaction from reading for recreational and informational purposes through:
    a. sustained silent reading.
    b. oral and written book reports.
13. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. District-developed criterion-referenced tests

A. Course Information

Grade Level: 10-12.

Length of Course: One semester. Upon teacher and counselor recommendation, this course may be repeated for elective credit.

Type: Elective. This course does not count toward meeting English graduation requirements.

Recommendation for Enrollment:

This course is designed to meet the reading development needs of students concurrently enrolled in English 10, 11, 12 or English 10, 11, 12 Basic and whose standardized reading test scores show that they are reading below grade level.

B. Brief Description of the Course:

Reading Skills is a course for students who continue to experience reading problems. Students interact in small group and individualized activities designed to improve one's general reading skills. A variety of teaching strategies and materials will be used, focusing on increasing the student's reading skills.

C. Board-adopted Textbook: None.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Controlled reader materials.
2. Various sets of timed readings, reading comprehension, study skill, word clue, and vocabulary development workbooks.
3. Paperback books and magazines for silent reading.
4. Teacher-made learning centers, worksheets, and activities.
5. Almanacs, dictionaries, newspapers, maps, catalogs, graphs, and other resource materials for study skills and survival skills reading.
6. Minimum Essentials materials for the development of writing and language skills.
7. Videotapes and corresponding worksheets.
8. Listening tapes, read-along books, and worksheets.

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be proved instruction in those areas.

Reading Skills will include:
1. Reinforcing basic reading skills.
2. Raising the level of materials read as student skills increase.
3. Developing content area vocabulary.
4. Developing a flexibility of reading rate without decreasing comprehension.
5. Using computer aided instruction to reinforce reading skills.
6. Using VCR instruction to reinforce reading skills.
7. Using writing skills to reinforce reading skills.
8. Improving listening skills.

F. Behavioral Objectives for READING SKILLS:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Expand one's general and content area reading vocabulary.
2. Use listening comprehension skills to reinforce reading skills.
3. Participate in classroom discussions.
4. Practice writing skills to improve reading comprehension.
5. Analyze media information (e.g., VCR material).
6. Read for pleasure.
7. Use computers to reinforce reading skills.
8. Develop inference and synthesis skills related to reading.
9. Raise their reading level.
10. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

1. Teacher-made tests and worksheets.
2. Written assignments such as dictation, book reports, and practice tests for Minimum Essentials.
3. Oral reports on a given reading selection or topic.
4. Class participation in a directed lesson, oral reading, group work, and class discussions.
5. Standardized tests.
6. District-developed criterion-referenced tests.

A. **Course Information**

Grade Level: 9-12.

Length of Course: One semester.

Type: Elective. This course does not count toward meeting English graduation requirements.

Recommendation for Enrollment:

This is an elective course designed for the student who is reading at grade level and who desires to improve one's reading skill.

B. **Brief Description of the Course:**

Students participate in small groups and individualized activities, while focusing on the improvement of vocabulary, comprehension, and study skills. Reading for pleasure and personal interest is encouraged. Students will continue to develop their skills in: informational listening, oral language, writing to improve reading, varying reading rate, and studying literature as it relates to the reading process.

C. **Board-adopted Textbook:** None.

D. **Supplementary Instructional Material:**

These items listed below are commonly used as supplementary materials, and they coordinate with the adopted course objectives:

1. Various sets of anthologies and paperback books, with accompanying comprehension questions.
2. Controlled reader materials.
3. Various reading kits.
4. Timed reading materials.
5. Teacher-made worksheets and activities.

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Approved 4-10-85

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

Reading Techniques will include:
1. Developing critical listening skills.
2. Practicing and developing oral language skills.
3. Writing as an aid to improve reading.
4. Improving vocabulary.
5. Developing comprehension skills in the content areas.
6. Developing skills in locating, organizing, and utilizing information.
7. Adapting one's rate of reading for the purpose of reading.
8. Developing an interest in literature.

F. Behavioral Objectives for READING TECHNIQUES:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Use listening comprehension skills to recall significant details and sequence of ideas, identify main ideas, compare and contrast ideas, and draw conclusions.
2. Respond in writing to stories they have read.
3. Discriminate among several meanings of familiar words.
4. Develop specialized vocabulary in the content areas.
5. Make comparisons, generalizations, and summaries.
6. Use context clues.
7. Recognize basic sentence structure patterns.
8. Recognize paragraph relationships.
9. Recognize the purpose for which a selection was written.
10. Increase their rate of reading without lowering their comprehension when increased reading speed is appropriate to their purpose for reading.
11. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

1. Pre/Post achievement on standardized tests.
2. Various teacher-constructed tests.
3. Monitoring of students' completion of daily assignments and worksheets.
4. —Teacher observations.

English
ADVANCED READING TECHNIQUES (P)
DPC #2125

A. Course Information

Grade-Level: 11-12.

Length of Course: One semester.

Type: Counts toward meeting English graduation requirements. College prep ability grouping.

Recommendation for Enrollment:

The student should be reading at or above grade level and concurrently enrolled in a college prep grade 11-12 English course.

B. Brief Description of the Course:

Advanced Reading Techniques is a course for students who are interested in improving analytical and critical reading skills that will be necessary in dealing with college level materials.

C. Board-adopted Textbook: None.

D. Supplementary Instructional Materials:

Advanced Reading is a blend of individualized and group instruction which uses a variety of teaching strategies and materials. Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Supplementary textbooks.
2. Various sets of reading comprehension workbooks.
3. Controlled Reader materials.
4. Various reading kits.
5. Timed reading materials.
6. Vocabulary development materials.
7. Various audio-visual materials.

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. Developing vocabulary through use of lists and exercises.
2. Developing the ability to use oral language to communicate rational thought by making an oral report and participating in group discussions.
3. Developing reading comprehension skills.
4. Developing listening and study skills.
5. Developing writing skills through the use of essays and reports.
6. Developing the ability to adapt a reading rate and strategy appropriate to the purpose for reading and the specific written materials.
7. Developing the ability to recognize an author's purpose and theme.
8. Analyzing written materials for the use of figurative language and persuasive techniques.
9. Making comparisons, generalizations, and summaries of various reading selections.

F. Behavioral Objectives for ADVANCED READING TECHNIQUES:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Use listening comprehension skills to:
    a. Recall significant details and sequence of ideas, identify main ideas, compare and contrast ideas, and draw conclusions.
    b. Analyze what is heard for bias and purpose.

2. Participate in organized classroom discussions.

3. Develop the ability to improve comprehension through the use of writing.

4. Develop the ability to:
    a. Use context clues and structural analysis to increase vocabulary.
    b. Discern the multiple meanings of words.
    c. Discriminate between denotative and connotative uses of language.
    d. Recognize synonyms and complete analogies.
    e. Follow and interpret a sequence of ideas and events.
    f. Draw conclusions and make judgments based on information received.
    g. Identify an author's purpose and theme.
5. Learn to select and evaluate information.

6. Adapt the rate of reading to the purpose for reading through practice in skimming, scanning, and speed reading.

7. Do written and oral book reports.

8. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

1. Teacher-made tests, such as objective vocabulary tests.
2. Written assignments, such as essays and reports.
3. Class participation in group work and discussions.
4. Oral reports on a given reading selection or topic.
5. Standardized tests, such as the Stanford Diagnostic Reading Test.

English
ENGLISH 9--BASIC
DPC #2132

A. Course Information

Grade Level: 9.

Length of Course: Two semesters.

Type: Counts toward meeting English graduation requirements. Basic ability grouping.

Recommendation for Enrollment: Teacher and counselor recommendations.

B. Brief Description of the Course:

This course is designed to help the student who is in need of remedial training in communication skills. Reading, writing, functional vocabulary, and Minimum Essentials communications skills are the main areas covered by this course.

C. Board-adopted Textbook:

Littell. Basic English Skills, Book 1. (McDougal Littell) Adopted 1979.
Potter. The Reader's Anthology. (Globe) Adopted 1986.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. Students MUST be provided with instruction in basic communications minimum essentials skills.
2. Reading:
    a. Practice word recognition and vocabulary building through reading.
        (1) Practice syllabication.
        (2) Recognize common affixes and root words.
        (3) Recognize words in context.
    b. Practice comprehension.
        (1) Recognize main idea and detail.
        (2) Build inference and sequence skills.
    c. Learn to adjust reading rate according to the purpose of the material.
    d. Read for enjoyment, including mass media publications.
    e. Practice oral reading.

E. Brief Outline of Course Content: (Cont'd)

3. Writing:
   a. Practice writing complete sentences.
   b. Write original sentences.
   c. Practice personal writing.
   d. Write simple paragraphs.
   e. Write a business letter.
4. Grammar and Usage:
   a. Recognize run-ons and fragments.
   b. Recognize correct verb usage (subject-verb agreement, irregular verbs).
   c. Recognize simple pronoun usage (case).
   d. Practice correct capitalization and punctuation.
5. Study Skills:
   a. Become familiar with library reference materials.
   b. Learn to use the dictionary.
   c. Identify the parts of a textbook.
   d. Develop skill in alphabetizing.
6. Listening and Speaking:
   a. Participate in oral discussions.
   b. Recognize the main idea of an oral presentation.
   c. Give and follow oral directions.
7. Spelling and Vocabulary:
   a. Practice spelling rules.
   b. Recognize new vocabulary words from selected lists.
8. Literature:
   a. Identify the basic parts of a short story.
   b. Read a variety of fiction selections.
   c. Read short plays aloud in class.
   d. Read short novels for pleasure.
   e. Study the central works to develop ethical, aesthetic, and cultural values and to become aware of social and political issues.
   f. Read the core works in depth to comprehend the larger meaning of the work as well as the nuances.

F. Behavioral Objectives for ENGLISH 9--BASIC:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Demonstrate basic communications skills for minimum essentials test.
2. Demonstrate increased reading comprehension and vocabulary level.
3. Write complete sentences.
4. Write simple paragraphs.
5. Practice forms of personal writing.
6. Write a simple business letter.
7. Introduce library reference materials.
8. Recognize basic sentence structure and punctuation.
9. Recognize the main idea of an oral presentation.
10. Give and follow directions.
11. Demonstrate improvement in spelling.
12. Demonstrate a knowledge of the basic parts of a short story.
13. Read for pleasure.
14. Define, spell, and use appropriate vocabulary and spelling words.
15. Demonstrate legible handwriting.
16. Acquire and improve study skills specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. District-developed criterion-referenced tests

A. Course Information

Grade Level: 9.

Length of Course: Two semesters.

Type: Counts toward meeting English graduation requirements. Standard ability grouping.

Recommendation for Enrollment:

Consideration should be given to:

1. DAT Scores of 30-55 percentile in verbal or abstract reasoning.
2. Teacher/counselor recommendations.

B. Brief Description of the Course:

This is the first stage of the standard English courses. It encompasses reading development, a practical approach to grammar, written communication, vocabulary improvement, and Minimum Essentials for Basic Communication.

C. Board-adopted Textbooks:

Littell. Basic English Skills, Book 3. (McDougal Littell) Adopted 1979.
Niles. Gallery. (Scott Foresman) Adopted 1978.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. First semester:
   a. Minimum Essentials
      (1) Spelling and vocabulary skills
      (2) Syllabication
      (3) Identify and use basic prefix, suffix, and root words
      (4) Synonyms and antonyms

E. Brief Outline of Course Content: (Cont'd)

1. First semester:
   b. Usage:
      (1) Capitalization
      (2) End punctuation
      (3) Comma (dates, addresses, two main clauses, series, business closing)
      (4) Apostrophe
      (5) Semicolon
      (6) Recognize main parts of sentences (subject, verb)
      (7) Subject-verb agreement (simple sentences)
      (8) Run-ons/fragments
      (9) Main parts of verbs
   c. Listening, speaking, and other language arts:
      (1) Repeat, understand, and follow directions
      (2) Fact and opinion
      (3) Library skills
      (4) Participation in oral activities
   d. Literature:
      (1) Recognize and comprehend the necessary reading vocabulary to function in society
      (2) Identify plot, main idea, point of view, character motivation
      (3) Oral reading
      (4) Book report
      (5) Reading skills
      (6) Study the central works to develop ethical, aesthetic, and cultural values and to become aware of social and political issues.
      (7) Read the core works in depth to comprehend the larger meaning of the work as well as the nuances.
   e. Writing:
      (1) Use effective word choice
      (2) Sentence completion
      (3) Writing original sentences
      (4) Introduction to paragraph writing

2. Second semester:
   a. Minimum Essentials for Basic Communications.
   b. Writing:
      (1) Write original sentences
      (2) Write a paragraph which includes a stated topic sentence
      (3) Write a correct form letter of application and fill out application forms
      (4) Write creatively
   c. Spelling and vocabulary:
      (1) Spelling and vocabulary skills
      (2) Dictionary skills
      (3) Syllabication
      (4) Identify and use basic prefix, suffix, and root words
      (5) Homonyms

E. Brief Outline of Course Content: (Cont'd)

2. Second semester
    d. Usage:
        (1) Quotation marks (simple sentence)
        (2) Colon (business letter)
        (3) Pronoun antecedent agreement (simple sentence)
        (4) Case of pronouns (simple sentence)
    e. Listening, speaking, and other language arts:
        (1) Inference skills in logical thinking
        (2) Figurative language (difference between literal and figurative)
        (3) Participation in oral activities
        (4) Study skills (dictionary)
    f. Literature:
        (1) Recognize and comprehend the necessary reading vocabulary to function in society
        (2) Identify climax, plot, structure, main idea, point of view, character motivation
        (3) Oral reading
        (4) Book report
        (5) Reading skills (including practical reading)

F. Behavioral Objectives for ENGLISH 9:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Distinguish between fact and fiction

2. Write complete sentences

3. List supporting details for a paragraph with a stated topic sentence

4. Write an original topic sentence

5. Use the dictionary

6. Divide words into syllables

7. Identify the main elements of a literary work

8. Present (orally or in writing) a book report

9. Learn to locate reference materials

10. Capitalize words and punctuate sentences

11. Recognize the main parts of a sentence

12. Master subject-verb agreement

F. Behavioral Objectives for ENGLISH 9: (Cont'd)

13. Use prefixes and suffixes
14. Participate in oral discussion
15. Introduce Minimum Essentials
16. Increase vocabulary comprehension
17. Write a business letter
18. Give and follow directions
19. Work on improving spelling strategies.
20. Review common usage errors, such as pronoun/verb usage, fragments, and run-ons.
21. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. District-developed criterion-referenced tests

English
ENGLISH 1 (P)
DPC #2155

A. Course Information

Grade Level: 9.

Length of Course: Two semesters.

Type: Counts toward meeting English graduation requirements. College prep ability grouping.

Recommendation for Enrollment:

Teacher and counselor recommendation. Consideration should be given to the student's DAT verbal and abstract reasoning percentile scores.

B. Brief Description of the Course:

This is the first stage in a series of English courses for the preparation of students for college or university. It encompasses a complete and intensive study of grammar, vocabulary enrichment, literature, and Minimum Essentials for Basic Communications.

C. Board-adopted Textbooks.

Christensen. Patterns in Literature. (Scott Foresman) Adopted 1985.
Littell. Building English Skills, Orange Level. (McDougal Littell) Adopted 1979.
Pooley. Outlooks Through Literature. (Scott Foresman) Adopted 1964.
Warriner. English Grammar and Composition, Third Course. (Harcourt Brace) Adopted 1973.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. First semester:
   a. Minimum Essentials for Basic Communications MUST be covered.
   b. Writing:
      (1) Write an acceptable paragraph containing topic sentence, relevant details, and appropriate transitions.
      (2) Develop sentence variety by the use of various phrases, clauses, and appositives.

E. Brief Outline of Course Content: (Cont'd)

1. First semester:
   - b. Writing: (Cont'd)
     - (3) Write persuasive, expository, narrative, and descriptive paragraphs.
     - (4) Write simple, compound, and complex sentences.
     - (5) Write a summary from teacher-selected material.
   - c. Spelling and vocabulary:
     - (1) Correctly define, spell, and use appropriate vocabulary words, including synonyms, antonyms, and homonyms.
     - (2) Cover general spelling rules.
     - (3) Identify and use basic prefixes, suffixes, and root words.
   - d. Usage:
     - (1) Recognize and correct common usage errors in fragments and run-ons.
     - (2) Recognize the parts of speech and word functions in the sentence.
     - (3) Recognize sentence patterns.
     - (4) Capitalize words and punctuate sentences.
   - e. Study skills:
     - (1) Learn to locate and utilize library reference materials.
     - (2) Cover the use of the table of contents, index, and bibliography.
     - (3) Participate in oral and listening activities.
     - (4) Develop skill in alphabetizing.
   - f. Literature:
     - (1) Identify plot, setting, characters, conflict, and the central idea in selected short stories, novels, and poetry.
     - (2) Identify selected literary terms and various literary genre.
     - (3) Report on an outside book of one's own choice, in accordance with teacher requirements.
     - (4) Study a biography unit.
     - (5) Learn to recognize and use figurative language.
     - (6) Study the central works to develop ethical, aesthetic, and cultural values and to become aware of social and political values.
     - (7) Read the core works in depth to comprehend the larger meaning of the work as well as the nuances.
     - (8) Students actively respond to the central works through integrated writing, speaking, and listening activities.
   - g. Speaking:
     - (1) Participate in group oral activities.
     - (2) Recognize and correct common usage errors, agreement, verb usage, and case of pronouns.
   - h. Listening:
     - (1) Take lecture notes.
     - (2) Follow oral directions.

2. Second semester:
   - a. Review of Minimum Essentials
   - b. Writing:
     - (1) Develop sentence variety by the use of various phrases, clauses, and appositives.
     - (2) Write persuasive, expository, narrative, and descriptive paragraphs.
     - (3) Write simple, compound, complex, and compound-complex sentences.
     - (4) Write a short research paper.

E. Brief Outline of Course Content: (Cont'd)

c. Spelling and vocabulary:
(1) Define, spell, and use appropriate vocabulary words, including synonyms, antonyms, and homonyms.
(2) Cover general spelling rules.
(3) Identify and use basic prefixes, suffixes, and root words.

d. Usage:
(1) Review Minimum Essentials for Basic Communications
(2) Recognize and correct common usage errors, including agreement, verb usage, and case of pronouns.

e. Study skills:
(1) Learn outlining.
(2) Learn simple footnoting.
(3) Take lecture notes.

f. Literature:
(1) Read a Shakespearean play.
(2) Do a unit in classical literature.
(3) Do a minimum of one book report per semester.
(4) Learn to recognize and use figurative language.

g. Listening and Speaking:
(1) Participate in group oral activities.
(2) Do an oral project.

F. Behavioral Objectives for ENGLISH 1:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Develop sentence variety by the use of various phrases and clauses.
2. Write an expository, narrative, and descriptive paragraphs.
3. Identify plot, setting, characters, conflict, and the central idea in selected short stories, novels, poetry, or plays.
4. Identify the techniques used by a dramatist to achieve a purpose.
5. Identify selected literary terms techniques and figurative language and various literary genre.
6. Report on an outside book of one's own choice, in accordance with teacher requirements.
7. Learn to locate and utilize library reference materials.
8. Learn Minimum Essentials for Basic Communications.
9. Identify parts of speech and word functions in the sentence.

F. Behavioral Objectives for ENGLISH 1: (Cont'd)

10. Learn and apply capitalization and punctuation rules.

11. Define, spell, and use appropriate vocabulary words and homonyms.

12. Identify figurative language.

13. Learn to recognize common usage errors in subject-verb, pronoun-antecedent agreement, and case of pronouns.

14. Demonstrate listening skills by taking lecture notes on specific areas covered in course outline.

15. Participate in oral activities.

16. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. District-developed criterion-referenced tests

English
ENGLISH 1--HONORS (HP)
DPC #2164

A. Course Information

Grade Level: 9.

Length of Course: Two semesters.

Type: Partially satisfies English graduation requirements. College prep ability grouping.

Recommendation for Enrollment:

Teacher/counselor recommendation, and parent approval. Consideration should be given to the student's DAT verbal and abstract reasoning percentile scores.

B. Brief Description of the Course:

This is the first stage in a series of English courses for the preparation of students for college or university. The course provides study in the various types of literary genre. The class introduces the students to a more sophisticated level of literary terms and their application. Grammar and vocabulary on an accelerated level are introduced. Minimum Essentials for Basic Communications will be covered. A written final exam will be required.

C. Board-adopted Textbooks:

Christensen. Patterns in Literature. (Scott Foresman) Adopted 1985.
Farrell. Outlooks Through Literature. (Scott Foresman) Adopted 1964.
Littell. Building English Skills, Blue Level. (McDougal Littell) Adopted 1979.
Warriner. English Grammar and Composition, Third Course. (Harcourt Brace) Adopted 1978.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. Minimum Essentials will be covered as needed.

2. Literature will focus on a study of Classical Age works with an emphasis on the short story, a play, a novel, poetry and biographies. Students will study the central works to develop: ethical, aesthetic, and cultural values, and to be come aware of social and political issues. Students will actively respond to the central works through integrated writing, speaking and listening activities.

3. Composition work will concentrate on the development of paragraph structure, short essay, and creative writing. A short term paper will be covered.

4. Grammar will concentrate on the elimination of errors in parts of speech, sentence patterns, complements, verbals, phrases, and clauses.

5. Vocabulary and Spelling development will continue throughout the year with the emphasis on word structure. Attention to correct spelling in written composition will be stressed.

6. Study Skills will focus on library usage, and an oral project. Listening skills development will continue throughout the year.

F. Behavioral Objectives for ENGLISH 1--HONORS:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Demonstrate through writing an understanding of language patterns.

2. Write expository, narrative, and descriptive paragraphs.

3. Report on an outside reading book from a selected list.

4. Recognize and correct common usage errors.

5. Recognize the parts of speech and word functions in the sentence.

6. Identify plot, setting, characters, conflict, and the central idea in selected short stories and novels.

F. Behavioral Objectives for ENGLISH 1--HONORS: (Cont'd)

7. Read a play and identify the techniques used.

8. Identify selected literary terms and various literary genre.

9. Demonstrate knowledge of research skills by presenting an oral report.

10. Recognize major figures and/or concepts of the Classical Age.

11. Cover Minimum Essentials.

12. Demonstrate basic research skills.

13. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests

2. Publishers' tests

3. Standardized tests

4. Class projects, activities, and reports

5. Checklists

6. Student writings

7. Homework

8. District-developed criterion-referenced tests

E-ENG1H3.DOC

Approved 4-10-85

A. Course Information

Grade Level: 10.

Length of course: Two semesters.

Type: Counts toward meeting English graduation requirements. Basic ability grouping.

Recommendation for Enrollment:

Teacher and counselor recommendation.

B. Brief Description of the Course:

This course is designed to help the student who is in need of remedial instruction in the field of language arts. Four areas are stressed: reading, writing, vocabulary, and listening, including Minimum Essentials in Basic Communications and writing. Students who have not passed Basic Communications Minimum Essentials must be provided instruction in those areas.

C. Board-adopted Textbook:

Littell. Basic English Skills, Book 2. (McDougal Littell) Adopted 1979.
Granowsky, Dawkins, and Eskin. The Student's Anthology. (Globe) Adopted 1986.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those skills areas. Students MUST be instructed in skills for the Minimum Essentials writing test.

2. Reading:
   a. Practice word recognition and vocabulary building through reading.
      (1) Practice syllabication.
      (2) Recognize common affixes and root words.
      (3) Recognize words in context.

E. Brief Outline of Course Content: (Cont'd)

   b. Increase comprehension level.
      (1) Recognize main idea and details.
      (2) Build inference and sequence skills.
   c. Learn to adjust reading rate to purpose of material.
   d. Read for enjoyment, including mass media publications.
   e. Interpret graphs and charts.
   f. Practice oral reading.

3. Writing
   a. Practice writing complete sentences.
   b. Write original sentences.
   c. Practice personal writing.
   d. Practice paragraph development.
   e. Write a business letter.

4. Grammar and Usage:
   a. Recognize run-ons and fragments.
   b. Recognize correct verb usage.
   c. Recognize basic pronoun usage (case and agreement).
   d. Practice correct capitalization and punctuation.

5. Study Skills:
   a. Expand familiarity with library reference materials.
   b. Review dictionary usage.
   c. Review parts of a textbook.
   d. Practice skill in alphabetizing.

6. Listening and Speaking:
   a. Recognize and understand different points of view.
   b. Recall important information, e.g., follow direction.
   c. Express themselves clearly.
   d. Learn to use correct pronunciation.

7. Spelling and Vocabulary:
   a. Correctly spell commonly misspelled words.
   b. Expand vocabulary through use of selected lists.

8. Literature:
   a. Review the basic parts of a short story.
   b. Read a variety of fiction selections.
   c. Read plays aloud in class.
   d. Read short novels for pleasure.
   e. Study the central works to develop ethical, aesthetic, and cultural values and to become aware of social and political issues.
   f. Read the core works in depth to comprehend the larger meaning of the work as well as the nuances.

F. Behavioral Objectives for ENGLISH 10--BASIC:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Demonstrate improvement in Basic Communications (writing and grammar/usage/reading/vocabulary).
2. Demonstrate increased reading comprehension and vocabulary level.
3. Interpret graphs and charts.
4. Write complete sentences.
5. Write a paper of at least two paragraphs.
6. Write a business letter.
7. Increase fluency in personal writing.
8. Recognize and correct common grammar and usage errors.
9. Demonstrate familiarity with teacher-assigned reference materials.
10. Define, spell, and use appropriate vocabulary and spelling words.
11. Improve legibility of writing.
12. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. District-developed criterion-referenced tests

A. Course Information

Grade Level: 10.

Length of Course: Two semesters.

Type: Counts toward meeting English graduation requirements. Standard grouping ability.

Recommendation for Enrollment: Teacher and counselor recommendation.

B. Brief Description of the Course:

This is the second stage in the standard English courses. It encompasses grammar and contemporary literature with a special emphasis on the improvement of reading skills and minimum essentials of Basic Communications.

C. Board-adopted Textbooks:

Littell. Basic English Skills, Book 4. (McDougal Littell) Adopted 1979.
Niles. Nova. (Scott Foresman) Adopted 1977.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

2. Writing:
   a. Write original sentences.
   b. Review paragraph structure.
   c. Write a paragraph which includes a stated topic sentence.
   d. Write a one-paragraph summary.
   e. Write a correct business letter and fill out business forms.

E. Brief Outline of Course Content: (Cont'd)

3. Spelling and vocabulary:
    a. Apply spelling and vocabulary skills to writing, with emphasis on plural and possessive forms.
    b. Identify and use synonyms, antonyms, and homonyms.
    c. Identify and use basic prefixes, suffixes, and root words.

4. Usage:
    a. Use of punctuation and capitalization as needed for written communication.
    b. Vary of sentence structure.
    c. Use pronouns correctly in simple, compound, and complex sentences.
    d. Employ subject-verb agreement in simple, compound, and complex sentences.
    e. Recognize and correct fragments and run-on sentences.
    f. Recognize and effectively use phrases and clauses.

5. Study skills:
    a. Repeat, understand, and follow directions.
    b. Review library skills.
    c. Participation in oral activities.
    d. Note-taking techniques.
    f. Test-taking techniques.

6. Literature:
    a. Recognize and comprehend the necessary reading vocabulary to function in society.
    b. Identify climax, plot, structure, main idea, point of view, character motivation, setting.
    c. Practice oral reading.
    d. Do a book report.
    e. Improve reading skills.
    f. Read for pleasure.

F. Behavioral Objectives for ENGLISH 10:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Write a paragraph with a topic sentence and supporting details.
2. Write a correct business letter and fill out application forms.
3. Write a one-paragraph summary.
4. Identify and use synonyms, antonyms, and homonyms.
5. Increase vocabulary skills.
6. Identify the plot structure, climax, main idea, characterization, and point of view in various literary works.
7. Present a book report.
8. Use modifiers.
9. Use plurals and possessives.
10. Use skills in logical thinking.
11. Discuss selected topics orally.
12. Learn Minimum Essentials for Basic Communications.
13. Demonstrate knowledge of study skills.
14. Write a two-paragraph composition.
15. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. District-developed criterion-referenced tests

English
ENGLISH 2 (P)
DPC #2195

A. Course Information

Grade Level: 10.

Length of Course: Two semesters.

Type: Counts toward meeting English graduation requirements. College prep grouping ability.

Recommendation for Enrollment:

Teacher and counselor recommendation.

B. Brief Description of the Course:

This is the second stage in a series of English courses for the preparation of students for college or university. Language usage, vocabulary, writing, and reading skills are emphasized with a particular focus on written expression. Minimum Essentials will be reviewed.

C. Board-adopted Textbooks:

Littell. Building English Skills, Blue Level. (McDougal Littell) Adopted 1979.
Miller. Question and Form. (Scott, Foresman). Adopted 1968.
Pooley. Traditions in Literature. (Scott Foresman) Adopted 1985.
Warriner. English Grammar and Composition, Fourth Course. (Harcourt Brace) Adopted 1973.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

Approved 4-10-85

E. Brief Outline of Course Content: (Cont'd)

1. First semester:
   a. Students who have not passed Basic Communications Minimum Essentials will be provided with instruction in those areas.
   b. Writing:
      (1) Construct paragraphs using a topic sentence, supporting details, appropriate transitions, and a conclusion.
      (2) Construct an outline for a short composition, consisting of a controlling idea and support for each of the major points.
      (3) Prepare at least one theme per quarter on teacher-approved literary works.
      (4) Write a general business letter according to the teacher's directions and specifications.
      (5) Write a summary.
      (6) Demonstrate skill in logical thinking.
   c. Spelling and vocabulary:
      (1) Define, spell, and use appropriate vocabulary words.
      (2) Demonstrate knowledge of general spelling rules.
      (3) Demonstrate knowledge of common prefixes, suffixes, and root words.
   d. Usage:
      (1) Review of English 1--grammar usage.
      (2) Review mechanics of expression.
      (3) Correct one's own individual errors.
   e. Study skills:
      (1) Take notes.
      (2) Practice library skills.
      (3) Develop outlining skills.
   f. Literature:
      (1) Demonstrate insight into the fundamental elements and literary devices in literary works.
      (2) A minimum of one book report per semester.
      (3) Read and discuss medieval unit.
      (4) Study the central works to develop ethical, aesthetic, and cultural values and to become aware of social and political issues.
      (5) Read the core works in depth to comprehend the larger meaning of the work as well as the nuances.
   g. Listening and speaking:
      (1) Participate in group oral activities.
      (2) Do an oral project.

2. Second semester:

   a. Students must be provided with instruction in those Basic Communications minimum essentials areas not previously passed.
   b. Writing:
      (1) Write themes that meet minimum standards for form and content. as set by the teacher.
      (2) Write comparison-contrast papers, employing quotations as evidence for the thesis.
      (3) Write a research paper.
      (4) Improve editing skills.

E. Brief Outline of Course Content: (Cont'd)
   c. Spelling and vocabulary:
      (1) Practice sentence combining.
      (2) Review usage skills as necessary.
      (3) Cover modification errors.
   d. Study skills:
      (1) Review footnoting and bibliography.
      (2) Review use of quotes.
   e. Literature:
      (1) Read a class novel.
      (2) Read a Shakespearean play
      (3) Prepare a minimum of one book report a semester.
   f. Listening and speaking:
      (1) Participate in group oral activities.
      (2) Do an oral project.

F. Behavioral Objectives for ENGLISH 2:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Write expository composition and other themes that meet minimum standards, for form and content, as set by the teacher.
2. Review parts of speech and sentence structure.
3. Recognize, identify, and use in sentences verbals, phrases, and clauses.
4. Demonstrate insight into fundamental elements of fiction, such as conflict, plot, mood, tone, setting, theme, and characterization and literary devices such as symbolism, irony, and figurative language in selected literary works.
5. Read and discuss a Shakespearean play.
6. Take notes from various lecture presentations.
7. Learn Minimum Essentials for Writing and review Basic Communications.
8. Read and discuss a class play or a novel.
9. Show skills in oral communication, including class discussion.
10. Demonstrate specific skills such as footnoting and bibliography for a research paper.
11. Define, spell, and use appropriate vocabulary words.
12. Demonstrate knowledge and use of common prefixes, suffixes, and root words.
13. Make comparisons and individual creative responses using literary works.
14. Recognize paragraph relationships in longer works.
15. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. District-developed criterion-referenced tests

A. Course Information

Grade Level: 10.

Length of Course: Two semesters.

Type: Counts toward meeting English graduation requirements. College prep ability grouping.

Recommendation for Enrollment:

Teacher recommendation, standardized test scores, counselor and parent approval, and achievement in English 1 or English 1--Honors.

B. Brief Description of the Course:

This is the second stage in a series of English courses for the preparation of students for college or university. The course provides a survey of literature emphasizing critical assessment of the material. Through expository writing, basic communication skills are reviewed. The course further introduces the student to more highly developed study in the correct use of language and vocabulary. The course will also include intensive reading, library assignments and a written final exam. Minimum Essentials will be covered.

C. Board-adopted Textbooks:

Johns. Building English Skills, Yellow Level. (McDougal Littell) Adopted 1979.
Miller. Question and Form in Literature. (Scott Foresman) Adopted 1968.
Pooley. Exploring Life Through Literature. (Scott Foresman) Adopted 1968.
Warriner. English Grammar and Composition, Fourth Course. (Harcourt Brace) Adopted 1973.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. Minimum Essentials will be covered as needed.
2. Literature will focus on a study of medieval works with an emphasis on the short story, a play, a novel, poetry, and biographies. Students will study the central works to develop ethical, aesthetic, and cultural values and to become aware of social and political issues. Students will actively respond to the central works through integrated writing, speaking, and listening activities.
3. Composition work will concentrate on the development of essay and creative writing. A term paper will also be covered.
4. Grammar will concentrate on the elimination of errors in verbals, phrases, and clauses with attention given to usage skills and sentence manipulation.
5. Vocabulary and Spelling development will continue throughout the year with emphasis on word structure. Attention to correct spelling in written composition will be stressed.
6. Interview techniques and an oral project will be covered.

F. Behavioral Objectives for ENGLISH 2--HONORS:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Write paragraphs which include topic sentence, supporting details, and transitional devices.
2. Interpret and analyze the elements of a literary work.
3. Understand grammar by using correct punctuation, spelling, sentence structure, grammatical construction, and effective language in assigned compositions.
4. Analyze a poem, citing examples of poetic techniques.
5. Research and organize information for a class presentation.
6. Review Minimum Essentials, as needed.

F. Behavioral Objectives for ENGLISH 2--HONORS: (Cont'd)

7. Demonstrate knowledge of speech skills by presenting an oral report.

8. Study, interpret, and analyze a Shakespearean play.

9. Study, Interpret, and analyze a piece of medieval literature.

10. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. District-developed criterion-referenced tests

Approved 4-10-85

English
ENGLISH 11--BASIC
DPC #2212

A. Course Information

Grade Level: 11.

Length of Course: Two semesters.

Type: Counts toward meeting English graduation requirements. Basic ability grouping.

Recommendation for Enrollment:

Teacher and counselor recommendation.

B. Brief Description of the Course:

This course is designed to help the student who is in need of remedial instruction in the field of language arts. Reading skills are stressed. Standard language usage is taught. Special emphasis is given to the writing of clear, complete sentences and paragraphs and to the Minimum Essentials Basic Communications skills. Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

C. Board-adopted Textbook:

Littell. Basic English Skills, Book 3. (McDougal Littell) Adopted 1979.
Potter. The American Anthology. (Globe) Adopted 1986.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. Those student who have not passed Basic Communications in Minimum Essentials MUST be provided instruction in those areas.
2. Writing:
   a. Write papers of at least three paragraphs.
   b. Write short papers which explain processes ("how to").
   c. Improve fluency in personal writing.
   d. Write varied kinds of letters necessary for business communication.
   e. Develop basic editing skills.

E. Brief Outline of Course Content: (Cont'd)

3. Reading:
   a. Expand word recognition through reading.
   b. Improve reading comprehension level.
   c. Read for enjoyment, including mass media publications.
   d. Distinguish between fact and opinion.
   e. Expand logical thinking skills (cause and effect, analogies).

4. Study Skills:
   a. Understand how to use the thesaurus.
   b. Understand how to use the Reader's Guide.
   c. Learn simple outline techniques.
   d. Review chart and graph interpretation.
   e. Review use of the telephone book.

5. Grammar and usage:
   a. Learn to use the grammar text as an independent resource.
   b. Work on individual language usage problems.

6. Spelling and vocabulary:
   a. Review common affixes and roots.
   b. Understand words in context.
   c. Expand vocabulary through use of selected lists (including practical survival words).

7. Literature:
   a. Read class novels.
   b. Read for personal pleasure.
   c. Study the central works to develop ethical, aesthetic, and cultural values and to become aware of social and political issues.
   d. Read the core works in depth to comprehend the larger meaning of the work as well as the nuances.

8. Listening and speaking:
   a. Practice interview techniques.
   b. Participate in group discussions.
   c. Give a short, informal report.

F. Behavioral Objectives for ENGLISH 11--BASIC:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Demonstrate competency in Basic Communications skills.
2. Write a variety of business letters.
3. Demonstrate improved reading comprehension.
4. Demonstrate an ability to use the library as a source of information.
5. Demonstrate an ability to use the newspaper as a source of information.
6. Demonstrate an increase in spelling accuracy.
7. Demonstrate an increase in vocabulary.
8. Recognize, plot, character, setting, and climax in literature.
9. Distinguish between fact and opinion.
10. Define, spell, and use appropriate vocabulary and spelling words.
11. Improve legibility of writing.
12. Acquire and improve the study skills specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. District-developed criterion-referenced tests

English
ENGLISH 11
DPC #2221

A. Course Information

Grade Level: 11.

Length of Course: Two semesters.

Type: Counts toward meeting English graduation requirements. Standard ability grouping.

Recommendation for Enrollment:

Teacher and counselor recommendation.

B. Brief Description of the Course:

This is the third stage in the standard English courses. It encompasses a survey of appropriate literature, a study of practical grammar, composition work, vocabulary study, and a review of Minimum Essentials, as necessary.

C. Board-adopted Textbooks:

Littell. Basic English Skills, Book 5. (McDougal Littell) Adopted 1979.
Pooley. Album. (Scott Foresman) Adopted 1979.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. First semester:
    a. Students who have not passed Basic Communications Minimum Essentials MUST be provided with instruction in those areas.
    b. Writing:
        (1) Write original sentences stressing sentence variety.
        (2) Review of paragraph structure.
        (3) Survival skill writing.
        (4) Practice creative writing.
    c. Spelling and vocabulary:
        (1) Expand vocabulary through reading and selected lists.
        (2) Review of general spelling rules.
        (3) Work on individual spelling problems.
        (4) Work on common affixes and roots.

E. Brief Outline of Course Content: (Cont'd)

- d. Usage:
    - (1) Review common usage errors.
    - (2) Practice sentence manipulation.
    - (3) Practice correcting one's own errors.
- e. Listening:
    - (1) Practice taking dictation of varied material.
    - (2) Practice following oral directions.
- f. Reading comprehension:
    - (1) Practice reading for detail and main idea, stated or assumed.
    - (2) Practice reading for sequence and order, chronological and logical.
    - (3) Practice oral reading.
    - (4) Read fiction.
    - (5) Read general non-fiction (including mass media publications).
    - (6) Study the central works to develop ethical, aesthetic, and cultural values and to become aware of social and political issues.
    - (7) Read the core works in depth to comprehend the larger meaning of the work as well as the nuances.
- g. Study skills:
    - (1) Review library skills developed in lower grades.
    - (2) Use and interpret graphic materials.
    - (3) Continue development in logical thinking.

2. Second semester:
    - a. Students who have not passed Basic Communications Minimum Essentials MUST be provided with instruction in those areas.
    - b. Writing:
        - (1) Write multiple paragraphs with a variety of transitional devices.
        - (2) Practice creative writing.
        - (3) Practice survival skill writing.
    - c. Spelling and Vocabulary:
        - (1) Expand vocabulary through reading and selected word lists.
        - (2) Work on individual spelling problems.
    - d. Usage:
        - (1) Review common usage errors.
        - (2) Practice sentence manipulation.
        - (3) Practice correcting one's own errors.
    - e. Reading:
        - (1) Improve reading comprehension level.
        - (2) Read for pleasure (including mass media publications).
        - (3) Improve one's reading rate through structured exercises.
        - (4) Practice oral reading.
    - f. Study skills:
        - (1) Practice research skills.
        - (2) Continue development in logical thinking skills.

F. Behavioral Objectives for ENGLISH 11:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Practice Minimum Essentials for Basic Communications, as necessary.
2. Write a variety of papers of three or more paragraphs, correctly using transitional devices.
3. Write business letters.
4. Use new vocabulary and spelling words.
5. Improve in the correction of common usage errors.
6. Practice sentence manipulation.
7. Use common library reference books.
8. Find information in newspapers, magazines, and telephone books.
9. Learn a list of common affixes and roots.
10. Improve reading comprehension.
11. Improve general reading skills.
12. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. District-developed criterion-referenced tests

English
ENGLISH 3 (P)
DPC #2235

A. Course Information

Grade Level: 11.

Length of Course: Two semesters.

Type: Counts toward meeting English graduation requirements. College prep ability grouping.

Recommendation for Enrollment:

Teacher and counselor recommendation.

B. Brief Description of the Course:

This is the third stage in a series of English courses for the preparation of students for college or university. It encompasses a survey of American literature and a concentration on composition. There is intensive vocabulary study and such grammar study as is necessary to enable the student to express oneself well. A review of Minimum Essentials will be provided as needed.

C. Board-adopted Textbooks:

Blair. The United States in Literature. (Scott Foresman) Adopted 1964.
Littell. Building English Skills, Yellow Level. (McDougal Littell) Adopted 1979.
Porter, Welty, Baldwin, and Momaday. Adventures In American Literature. (Harcourt Brace) Adopted 1985.
Warriner. English Grammar and Composition, Fifth Course. (Harcourt Brace) Adopted 1975.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. Students who have not passed Basic Communications Minimum Essentials MUST be provided with instruction in those areas.

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E. Brief Outline of Course Content: (Cont'd)

2. Writing:
    a. Write compositions employing the various techniques of exposition and/or analysis of any literary selection.
    b. Write in-class essay exams.
    c. Write book reports according to teacher requirements.
    d. Write themes which demonstrate ability to synthesize information from other content areas (second semester--recommended).
    e. Write a research paper (first semester--recommended).
    f. Improve editing skills.
3. Literature:
    a. Study American literature (first semester: Colonial through Civil War; second semester: Reconstruction to Contemporary).
    b. Recognize the major thoughts and trends of American literature.
    c. Extend knowledge of literary terms and techniques.
    d. Read a class novel.
    f. Read a class play (second semester).
4. Spelling and vocabulary:
    a. Expand vocabulary through selected lists.
    b. Work on individual spelling deficiencies.
5. Study skills:
    a. Improve logical thinking skills.
    b. Study SAT test items.
6. Listening and speaking:
    a. Do an oral project.
    b. Take notes from oral presentations.
7. Usage:
    a. Correct one's own and others' usage errors.
    b. Correct one's own and others' mechanics of written expression.
    c. Study punctuation (semicolon, colon, quotation marks, italics, parentheses, brackets).
    d. Study parallelism, weak references, shifts, and voice.

F. Behavioral Objectives for ENGLISH 3:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Correctly define and use appropriate vocabulary words.
2. Demonstrate a knowledge of basic grammatical conventions.
3. Write a well-organized critical, analysis of a literary work.
4. Write an essay employing logical development.
5. Demonstrate insight into literary character development and interrelationships.
6. Recognize the use of the various elements of fiction and literary devices employed by the authors of various literary works.
7. Recognize the trends in American literary periods.
8. Review Minimum Essentials for Basic Communications, as necessary.
9. Make an oral presentation.
10. Acquire and improve the study skills.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

English
ENGLISH 3--HONORS (HP)
DPC #2244

A. Course Information

Grade Level: 11.

Length of Course: Two semesters.

Type: Counts toward meeting English graduation requirements. College prep, honors ability grouping.

Recommendation for Enrollment:

Teacher/counselor recommendation, and parent approval. Consideration should, be given to achievement demonstrated on standardized tests and in English 2, or English 2--Honors.

B. Brief Description of the Course:

This is the third stage in a series of English courses for the preparation of students for college or university. It encompasses a survey of American literature, composition, vocabulary study, and grammar study as is necessary to enable the student to perform well in college. A written final exam will be required.

C. Board-adopted Textbooks:

Littell. Building English Skills, Purple Level. (McDougal Littell) Adopted 1979.
Pooley. United States in Literature. (Scott Foresman) Adopted 1964.
Warriner. English Grammar and Composition, Fifth Course. (Harcourt Brace) Adopted 1975.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. Minimum Essentials will be covered as needed.
2. Literature will focus on a study of American works with an emphasis on the influences imposed on literature by literary philosophies, historical events, and social theories. Students will study the central works to develop ethical, aesthetic, and cultural values and to become ware of social and political issues. Students will actively respond to the central works through integrated writing, speaking, and listening activities.

E. Brief Outline of Course Content: (Cont'd)

3. Composition work will concentrate on the development of the expository essay. Research and analytical skills will be taught.
4. Grammar will concentrate on the elimination of errors in the areas of parallelism, diction, agreement, and correct use of tenses. Wherever possible, individualization of the grammatical study will be made.
5. Vocabulary and Spelling development will continue throughout the year with emphasis on word structure. Vocabulary will prepare the student for the SAT. Attention to correct spelling in written composition will be stressed.
6. Problem-solving skills (including critical reading) will be an area of concentration. One strand of this will prepare the student for the SAT test.

F. Behavioral Objectives for ENGLISH 3--HONORS:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Use vocabulary words introduced in the course of the semester.
2. Develop expository essays incorporating a general theme.
3. Analyze a novel.
4. Identify grammatical errors in one's own writing and in the writing of other students.
5. Recognize major ideas and characteristics of important writers of American Literature.
6. Analyze various literary examples of major American trends such as Puritanism, Romanticism, realism, transcendentalism.
7. Give an oral report on some aspect of American literature.
8. Write an essay exam on American authors, comparing and contrasting style, subject matter, and personal background.
9. Review Minimum Essentials, as necessary.
10. Write a research paper.
11. Acquire and improve study skills as specified in the framework, as well as notetaking.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

A. Course Information

Grade Level: 12.

Length of Course: Two semesters.

Type: Counts toward meeting English graduation requirements. Basic ability grouping.

Recommendation for Enrollment:

Teacher and counselor recommendation.

B. Brief Description of the Course:

English 12--BASIC is designed to improve reading and comprehension skills, to provide a final review of functional English grammar and spelling, and to foster mature understanding of literature through the reading of selected works, including periodicals, novels, short stories, poetry, and plays. Students who have not passed Minimum Essentials tests in Basic Communications MUST be provided instruction in those areas.

C. Board-adopted Textbook:

Littell. *Basic English Skills, Book 4.* (McDougal Littell) Adopted 1979.
Potter and Goodman. *The World Anthology*. (Globe) Adopted 1986.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. Students who have not passed Basic Communication Minimum Essentials MUST be provided with instruction in those areas.

2. Listening:
   a. Follow directions in order to complete tasks correctly.
   b. Understand different points of view and recognize the reasons behind the differences.
   c. Interpret simple presentations by paraphrasing them in one's own words.

E. Brief Outline of Course Content: (Cont'd)

3. Speaking:
   a. Answer questions in an appropriate manner.
   b. Discuss topics clearly and concisely.

4. Psychomotor:
   a. Write legibly.
   b. Read aloud clearly.

5. Reading:
   a. Understand details of written material.
   b. Understand logical order in printed materials.
   c. Understand the difference between main idea and supporting details in written materials.
   d. Understand the difference between fact and opinion.
   e. Master reading survival skills.

6. Spelling:
   a. Increase mastery of spelling.
   b. Apply spelling skills to writing.

7. Vocabulary:
   a. Expand vocabulary mastery
   b. Use expanded vocabulary in writing.

8. Grammar and usage:
   a. Develop a basic understanding of how language works.
   b. Apply correct basic grammar and usage concepts in writing and speaking tasks.

9. Literature:
   a. Recognize the central ideas which are expressed by our society through literature.
   b. Apply concepts learned from literature to one's own life or society.
   c. Express oral or written responses to literature.
   d. Enjoy literature for pleasure.
   e. Study the central works to develop ethical, aesthetic, and cultural values and to become aware of social and political issues.
   f. Read the core works in depth to comprehend the larger meaning of the work as well as the nuances.

10. Writing:
    a. Refine paragraph mastery.
    b. Master short essay forms.
    c. Master simple report writing.

11. Critical thinking:
    a. Understand basic problem-solving skills.
    b. Apply basic problem-solving skills to independent tasks.

12. Minimum essentials:
    a. Master Basic Communications requirements.
    b. Master summary essay writing requirements.

F. Behavioral Objectives for ENGLISH 12--BASIC:

On teacher-selected quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Follow oral directions.
2. Interpret oral presentations.
3. Answer questions in an appropriate manner.
4. Understand the main idea and details of written materials.
5. Understand logical order in printed materials.
6. Distinguish between fact and opinion.
7. Use correct grammar and usage in writing tasks, and recognize run-ons and fragments.
8. Use the library as a resource for information.
9. Understand public information sources.
10. Recognize major ideas expressed in literature.
11. Apply concepts learned from literature to one's own life or society.
12. Write paragraphs.
13. Apply basic problem-solving skills to independent tasks.
14. Improve tested Minimum Essentials Test requirements.
15. Define, spell, and use appropriate vocabulary and spelling words.
16. Improve legibility of writing.
17. Acquire and improve study skills specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests

2. Publishers' tests

3. Standardized tests

4. Class projects, activities, and reports

5. Checklists

6. Student writings

7. Homework

8. Criterion-referenced tests

English
ENGLISH 12
DPC #2261

A. Course Information

Grade Level: 12.

Length of Course: Two semesters.

Type: Counts toward meeting English graduation requirements. Standard ability grouping.

Recommendation for Enrollment:

Teacher and counselor recommendation.

B. Brief Description of the Course:

This course is the final stage of standard-level English courses. It can be considered a community college preparation course. The literature section provides a better understanding of literature. In addition, this course provides a review of contemporary usage, multiple writing experiences, and a review of Minimum Essentials when necessary.

C. Board-adopted Textbooks:

Littell. Basic English Skills, Book 6. (McDougal Littell) Adopted 1979.
Niles. Latitude. (Scott Foresman) Adopted 1979.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. First Semester
   a. Students who have not passed Basic Communication Minimum Essentials MUST be provided with instruction in those areas.
   b. Writing:
      (1) Practice multiple and varied writing assignments.
      (2) Practice survival writing.
   c. Usage:
      (1) Review common usage problems.
      (2) Correct individual deficiencies.

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E. Brief Outline of Course Content: (Cont'd)

- d. Reading:
  - (1) Practice oral reading.
  - (2) Read for pleasure (including mass media publications).
  - (3) Read a variety of literature to increase understanding.
  - (4) Review reading skills.
  - (5) Practice survival reading.
  - (6) Study the central works to develop ethical, aesthetic, and cultural values and to become aware of political and social issues.
  - (7) Students actively respond to the central works through integrated writing, speaking, and listening activities.
- f. Study skills:
  - (1) Develop increased logical thinking skills.
  - (2) Practice note taking.
- g. Listening and speaking:
  - (1) Follow oral directions.
  - (2) Distinguish points of view in oral presentations (including fact/opinion, propaganda).
  - (3) Give oral reports.
- h. Spelling and Vocabulary
  - (1) Work on individual spelling deficiencies.
  - (2) Expand vocabulary through reading and selected lists.

2. Second semester:
   - a. Students who have not passed Basic Communications Minimum Essentials MUST be provided with instruction in those areas.
   - b. Writing:
     - (1) Practice multiple and varied writing assignments.
     - (2) Practice survival writing
     - (3) Develop a short research paper.
   - c. Spelling and vocabulary:
     - (1) Work on individual spelling deficiencies.
     - (2) Expand vocabulary through reading and selected lists.
   - d. Usage:
     - (1) Practice correcting common usage errors.
     - (2) Practice correcting one's own errors.
   - e. Reading:
     - (1) Do book reports.
     - (2) Practice oral reading.
     - (3) Read for pleasure.
     - (4) Practice survival reading.
     - (5) Read a variety of literature to increase understanding and cultural values.
   - f. Study skills:
     - (1) Cover basic research techniques.
     - (2) Learn to outline.
     - (3) Learn to footnote.
   - g. Listening and speaking:
     - (1) Give oral reports.
     - (2) Take notes from oral reports.

F. Behavioral Objectives for ENGLISH 12:

On teacher-selected tests, quizzes, checklists, written assignments, and evaluated by teacher's judgment, students will:

1. Practice Minimum Essentials for Basic Communications as necessary.
2. Practice varied writing assignments.
3. Increase spelling and vocabulary skills.
4. Improve in correction of individual deficiencies in usage.
5. Listen and speak effectively.
6. Understand and enjoy a variety of literary forms.
7. Practice study skills.
8. Cover basic research techniques.
9. Write a short research paper.
10. Participate in oral activities.
11. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

A. Course Information

Grade Level: 12.

Length of Course: Two semesters.

Type: Counts toward meeting English graduation requirements. College prep ability grouping.

Recommendation for Enrollment:

Teacher and counselor recommendation.

B. Brief Description of the Course:

This course is the final stage in a series of English courses for the preparation of students for college or university. It encompasses English literature. Special emphasis is placed on composition, while grammar is studied from the standpoint of gross errors and contemporary usage. Such items as vocabulary study, note taking, and research papers are pursued. A review of Minimum Essentials will be provided as needed.

C. Board-adopted Textbooks:

Littell. Building English Skills, Purple Level. (McDougal Littell) Adopted 1979.
Pooley. England in Literature. (Scott Foresman) Adopted 1963.
Warriner. English Grammar and Composition, Complete Course. (Harcourt Brace) Adopted 1975.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

Approved 4-10-85

E. Brief Outline of Course Content:

1. Students who have not passed Basic Communications Minimum Essentials MUST be provided with instruction in those areas.
2. Writing:
    a. Write compositions employing the various techniques of exposition and analyzing literary selections.
    b. Write a research or analytical paper which demonstrates mastery of a subject.
    c. Write expanded in-class essay exams.
    d. Practice precis writing.
    e. Demonstrate the ability to edit and evaluate one's own work.
3. Literature:
    a. Study English literature (first semester: Beowulf through 18th Century; second semester: 19th Century through contemporary).
    b. Read and analyze a Shakespearean play (first semester).
    c. Recognize the major thoughts and trends in English literature.
    d. Demonstrate a thorough knowledge of literary terms and techniques.
4. Spelling and vocabulary:
    a. Work on individual spelling deficiencies.
    b. Expand vocabulary through reading and selected lists.
5. Study skills:
    a. Move toward independence in study techniques.
    b. Cover skimming and scanning.
    c. Learn to use more sophisticated research sources.
    d. Learn to abstract pertinent information from research sources.
6. Listening and speaking:
    a. Expand ability to discuss topics extemporaneously (including logical support with examples).
    b. Give an oral analysis of a selected literary work.
    c. Identify the main points of another's presentation.
7. Usage:
    a. Demonstrate an advanced level of sentence manipulation and transitions.
    b. Demonstrate independence in correcting one's own areas of weakness.

F. Behavioral Objectives for ENGLISH 4:

On teacher-selected tests, quizzes, checklists, or written assignments, students will:

1. Identify and use appropriate vocabulary words.

2. Demonstrate knowledge of correct grammatical usage.

3. Write compositions, employing the various techniques of exposition and/or analyzing literary selections.

4. Write a major paper which demonstrates mastery of a subject.

5. Demonstrate insight into various genre of literature.

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F. Behavioral Objectives for ENGLISH 4: (Cont'd)

6. Recognize the use of various techniques, styles, and characterizations through succeeding literary periods.

7. Review Minimum Essential for Basic Communications and writing as necessary.

8. Make an oral presentation.

9. Identify major thoughts and trends in English literature.

10. Demonstrate acquisition of study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

English
ENGLISH 4--HONORS (HP)
DPC #2284

A. Course Information

Grade Level: 12.

Length of Course: Two semesters.

Type: Partially satisfies English graduation requirements. College prep ability grouping.

Recommendation for Enrollment:

Teacher/counselor recommendation, and parent approval. Consideration should be given to demonstrated achievement on standardized tests and in English 3 or English 3--Honors.

B. Brief Description of the Course:

This course is the final stage in a series of English courses designed to prepare students for college or university. It encompasses the field of English literature. Special emphasis is placed on composition, while grammar is studied as review. This course is also designed to prepare the student for advanced placement testing. A review of Minimum Essentials will be provided as needed.

C. Board-adopted Textbooks:

Pooley. England in Literature. (Scott Foresman) Adopted 1963.
Warriner. English Grammar and Composition, Complete Course. (Harcourt Brace) Adopted 1973.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. Minimum Essentials will be covered as needed.
2. Literature will focus on the study and analysis of major English works. Major thoughts and trends in English will be discussed. Students will study the central works to develop ethical, aesthetic and cultural values, and to become aware of social and political issues. Students will actively respond to the central works through integrated writing, speaking, and listening activities.

E. Brief Outline of Course Content: (Cont'd)

3. Composition work will concentrate on the development of expository writing, including appropriate word choice. Students will write expanded, in-class essay exams.
4. Grammar emphasis will be placed on mastery of higher level grammar, problem-solving skills, and sentence revision.
5. Vocabulary and Spelling development will continue throughout the year with emphasis on word structure. Attention to correct spelling in written composition will be stressed.

F. Behavioral Objectives for ENGLISH 4--HONORS:

1. Demonstrate a sufficiently large vocabulary to use with great effect in writing, showing an ability to judge shades of meaning and an ability to select most appropriate word choice.
2. Compare and contrast literary characters or themes.
3. Write an expository paper, relating several elements of literature to a given work.
4. Identify and explain the viewpoint of an author.
5. Discuss the principles of literary criticism.
6. Analyze a literary work in order to demonstrate a point of view, citing valid details or examples from the assigned work.
7. Give an oral presentation and analysis of a major work.
8. Demonstrate Minimum Essentials skills.
9. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

A. Course Information

Grade Level: 9.

Length of Course: One semester.

Type: Counts toward meeting English graduation requirements. College prep ability grouping.

Recommendation for Enrollment: None.

B. Brief Description of the Course:

This is the skills portion of the first stage in a series of English courses for the preparation of students for college or university. It encompasses an intensive study of grammar, vocabulary enrichment, composition and Minimum Essentials for Basic Communications.

C. Board-adopted Textbook:

Littell. Building English Skills, Blue Level. (McDougal Littell) Adopted 1979.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. Minimum Essentials for Basic Communication MUST be covered.
2. Writing:
   a. Develop sentence variety through the use of various phrases, clauses and appositives.
   b. Write persuasive, expository, narrative, and descriptive paragraphs.
   c. Write simple, compound, complex, and compound-complex sentences.
3. Spelling and Vocabulary:
   a. Define, spell, and use appropriate vocabulary words, including synonyms, antonyms, and homonyms.
   b. Cover general spelling rules.
   c. Identify and use basic prefixes, suffixes, and root words.
   d. Review general spelling rules.

E. Brief Outline of Course Content: (Cont'd)

4. Usage:
    a. Recognize the parts of speech and word functions within the sentence.
    b. Recognize and correct fragments and run-ons.
    c. Recognize and use various sentence patterns.
    d. Recognize and correct common usage errors, including agreement, verb usage, and case of pronouns.
    e. Review and practice rules of punctuation and capitalization.
5. Study skills:
    a. Learn to locate and use library reference materials.
    b. Learn outlining.
    c. Learn simple footnoting.
    d. Take lecture notes.
    e. Develop skill in alphabetizing.
6. Speaking:
    a. Participate in group oral activities.
    b. Present information orally.
7. Listening:
    a. Take lecture notes.
    b. Follow oral directions.

F. Behavioral Objectives for GRAMMAR:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Develop sentence variety through the various uses of phrases and clauses.
2. Write persuasive, expository, narrative, and descriptive paragraphs.
3. Learn Minimum Essentials for Basic Communications.
4. Identify parts of speech and word functions in the sentence.
5. Learn and apply capitalization and punctuation rules.
6. Define, spell, and use appropriate vocabulary words, homonyms, and spelling words.
7. Recognize and avoid common usage errors, including subject-verb and pronoun-antecedent agreement.
8. Participate in oral activities.
9. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

A. Course Information

Grade Level: 9.

Length of Course: One semester.

Type: Counts toward meeting English graduation requirements. College prep ability grouping.

Recommendation for Enrollment: None.

B. Brief Description of the Course:

This is an introductory course in literature for freshmen. It encompasses a study of various literary forms and devices. The course includes vocabulary study and spelling practice, composition exercises, and minimum essentials for Basic Communications.

C. Board-adopted Textbooks:

Pooley. Outlooks through Literature. (Scott Foresman) Adopted 1964.
Pooley. Arrangements in Literature. (Scott Foresman) Adopted 1979.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. Short Story
   Recognize and discuss characterization, plot, theme, and setting.
2. Biography-Autobiography
   Students recognize and discuss objectivity and subjectivity, and point of view.
3. Novel
   In addition to the elements of fiction taught in the short story unit, students learn to recognize and discuss foreshadowing, symbolism, sub-plot, and characterization.
4. Drama
   In addition to elements covered in other units, students will recognize and discuss elements of literary tragedy and figurative language in a Shakespearean play.

E. Brief Outline of Course Content: (Cont'd)

5. Poetry and Mythology
   Students will read either a selection of poetry from which they will recognize and discuss figurative language and imagery, or they will read Greek tragedy, recognizing and discussing the elements of classic tragedy.
6. Book Reports
   Students will write a minimum of one book report.
7. Appropriate vocabulary study
   Students will recognize and use vocabulary words selected from assigned readings.
8. Students will be assigned composition exercises appropriate to using their skills of vocabulary, capitalization, punctuation, paragraph development or spelling.

F. Behavioral Objectives for LITERATURE 1:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Report on a book they have selected and read, demonstrating an understanding of such areas as character traits, plot, setting, and conflict.
2. Identify character traits, plot, setting, and theme in a Shakespearean play.
3. Identify character traits, plot, setting, and theme in a selected novel.
4. Identify selected literary terms and various literary genre.
5. Identify characters of classical mythology.
6. Given a selection of poems, identify basic figures of speech and imagery.
7. Correctly spell and use appropriate vocabulary words.
8. Demonstrate a knowledge of the minimum essentials skills for Basic Communications.
9. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

English
ADVANCED GRAMMAR (P)
DPC #2315

A. Course Information

Grade Level: 10-12.

Length of Course: One semester.

Type: Counts toward meeting English graduation requirements. College prep ability grouping.

Recommendation for Enrollment:

Teacher and counselor recommendation.

B. Brief Description of the Course:

This course continues the study of grammar begun in the regular grammar course. It leads into the more complex aspects of grammar and usage with a continuation of spelling and vocabulary study. A review of Minimum Essentials will be provided as needed.

C. Board-adopted Textbooks:

Littell. Building English Skills, Yellow Level. (McDougal Littell) Adopted 1979.
Warriner. English Grammar and Composition, Complete Course. (Harcourt Brace) Adopted 1974.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.
2. Usage:
   a. Review parts of speech as necessary.
   b. Review of verbals and clauses.
   c. Practice subordination.
   d. Review punctuation of complex, compound, and compound-complex sentences.
   e. Review gross errors, including run-ons and fragments, agreement errors, case errors, verb tense, and modification errors.

E. Brief Outline of Course Content: (Cont'd)

   f: Practice correcting errors in shift, voice, and reference.
   g. Recognize and use adverbial objectives, retained objectives, objective complements, and elliptical clauses.
   h. Recognize and use correct parallel structure.

3. Spelling and vocabulary:
   a. Review roots and affixes aiming toward the SAT.
   b. Recognize higher level of vocabulary study terminology (e.g., syntax, analogy, homographs).
   c. Practice vocabulary skills at a higher order of difficulty.
   d. Improve skill in manipulating word forms.
   e. Work on individual spelling deficiencies.
   f. Recognize common American idioms.
4. Writing:
   a. Construct paragraphs using topic sentence, supporting details, and appropriate transitions.
   b. Construct an outline for a short composition consisting of a controlling idea and support for each of the major points.
5. Study skills:
   a. Learn to use dictionary and thesaurus for advanced word manipulation.
   b. Improve editing techniques.

F. Behavioral Objectives for ADVANCED GRAMMAR:

1. Identify kinds of verbals and their uses in sentences.
2. Recognize adjective, adverb, noun clauses, and their uses in sentences.
3. Punctuate correctly the various kinds of sentences.
4. Identify elliptical clauses and determine correct pronoun or verb usage for them.
5. Identify and correct gross errors in usage.
6. Identify idioms and indicate those appropriate for standard usage.
7. Write a variety of compositons on given subjects.
8. Know the Minimum Essentials for Basic Communications.
9. Demonstrate a mastery of appropriate level vocabulary.
10. Demonstrate editing skills.
11. Demonstrate an ability to manipulate a variety of sentence patterns.
12. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

English
LITERATURE 2 (P)
DPC #2325

A. Course Information

Grade Level: 10-12.

Length of Course: One semester.

Type: Counts toward meeting English graduation requirements. College prep ability grouping.

Recommendation for Enrollment:

Successful completion of Literature 1.

B. Brief Description of the Course:

This is a course designed to help students appreciate world literature. Vocabulary study, composition assignments, and Minimum Essentials for Basic Communications are included in this course.

C. Board-adopted Textbooks:

Miller. Questions and Form. (Scott Foresman) Adopted 1979.
Pooley. Exploring Life through Literature. (Scott Foresman) Adopted 1968.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. Minimum Essentials:
   a. Students will be provided with instruction in those areas of Basic Communications not previously passed.
   b. Students will be provided with instruction in writing.
2. Literature:
   a. Demonstrate insight into the fundamental elements and literary devices in literary works.
   b. Do a minimum of one book report.
   c. Demonstrate a knowledge of types and uses of figurative language found in prose and poetry.
   d. Read and discuss a medieval unit.
   e. Read a Shakespearean play.
   f. Read non-fiction (biography and/or essays).
   g. Read and respond to a variety of fiction (plays, short stories, novels).

E. Brief Outline of Course Content: (Cont'd)

3. Writing:
   a. Construct paragraphs using a topic sentence, supporting details, appropriate transitions, and a conclusion.
   b. Write summaries.
   c. Demonstrate skills in logical thinking.
   d. Prepare book reports.
   e. Write themes that meet minimum form and content standards set by the teacher.
   f. Write comparison-contrast papers, employing quotations as evidence for the thesis.
   g. Write a research paper.
   h. Practice sentence combining.
4. Spelling and vocabulary:
   a. Define, spell and use appropriate vocabulary words.
   b. Review common affixes and root words.
5. Study skills:
   a. Practice library skills.
   b. Develop outlining skills.
   c. Take notes.
   d. Develop editing skills.
   e. Review use of quotes.
   f. Review footnoting and bibliography.
6. Listening and speaking:
   a. Participate in group oral activities.
   b. Do an oral project.

F. Behavioral Objectives for LITERATURE 2:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Write themes that meet standards set by the teacher for form and content.

2. Demonstrate insight into fundamental elements and literary devices in selected literary works.

3. Read and discuss a Shakespearean play.

4. Takes notes from various lecture presentations.

5. Learn Minimum Essentials for Basic Communications.

6. Read and discuss a class play.

7. Show skills in oral communication.

8. Write and demonstrate specific skills in a research paper.

9. Present a book report.

10. Demonstrate the ability to recognize and correct errors in composition.

11. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

English
LITERATURE 2--HONORS (HP)
DPC #2334

A. Course Information

Grade-Level: 10.

Length of Course: Two semesters.

Type: Counts toward meeting English graduation requirements. College prep ability grouping.

Recommendation for enrollment:

Teacher/counselor recommendation, and parent approval. Consideration should be given to the student's demonstrated achievement on standardized tests and in Literature 1.

B. Brief Description of the Course:

This is the literature portion of the second stage in a series of English courses for the preparation of students for college or university. The course provides a survey of literature emphasizing critical assessment of the material. Through expository writing, basic communication skills are reviewed. The course further introduces the student to more highly developed study in the correct use of language and vocabulary. The course also includes intensive reading and library assignments.

C. Board-adopted Textbook:

Pooley. Exploring Life through Literature. (Scott Foresman) Adopted 1964.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. Minimum Essentials:
    a. Students will be provided with instruction in those areas of Basic Communications not previously passed.
    b. Students will be provided with instruction in writing.

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E. Brief Outline of Course Content: (Cont'd)

2. Literature:
    a. Demonstrate insight into the fundamental elements and literary devices in literary works.
    b. Do a minimum of one book report.
    c. Demonstrate a knowledge of types and uses of figurative language found in prose and poetry.
    d. Read and discuss medieval unit and/or drama.
    e. Read a Shakespearean play.
    f. Read non-fiction (biography and/or essays).
    g. Read and respond to a variety of fiction (plays, short stories, novels).

F. Behavioral Objectives for LITERATURE 2--HONORS:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Write short essays which include topic sentences, supporting details, and transitional devices.

2. Interpret and analyze the elements of a literary work.

3. Understand grammar by using correct punctuation, spelling, sentence structure, grammatical construction, and effective language in assigned compositions.

4. Analyze poems citing examples of poetic techniques.

5. Research and organize information for a class presentation.

6. Demonstrate knowledge of Minimum Essentials, as needed.

7. Write a research paper with footnotes and bibliography.

8. Demonstrate knowledge of speech skills by presenting an oral report.

9. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

English
AMERICAN LITERATURE 1 (P)
DPC #2345

A. Course Information

Grade Level: 11-12.

Length of Course: One semester.

Type: Counts toward meeting English graduation requirements. College prep ability grouping.

Recommendation for Enrollment: None.

B. Brief Description of the Course:

This is a course designed to help prepare students for further academic work. It encompasses a survey of early American literature (1607-1850), a concentration on composition, college preparatory vocabulary study, and such grammar as is necessary to enable students to express themselves well.

C. Board-adopted Textbook:

Blair. The United States in Literature. (Scott Foresman) Adopted 1964.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. First semester:
    a. Students who have not passed Basic Communications Minimum Essentials will be provided instruction in those areas.
    b. Writing
        (1) Write compositions employing various techniques of exposition and/or analysis of any literary selection.
        (2) Write in-class essay exams.
        (3) Write book reports according to teacher requirements.
        (4) Improve editing skills.
    c. Literature
        (1) Study American Literature (first semester: Colonial through Civil War.
        (2) Recognize the major thoughts and trends of American Literature.
        (3) Extend knowledge of literary terms and techniques.
        (4) Read a class novel.
        (5) Read a class play.

E. Brief Outline of Course Content: (Cont'd)

1. First semester: (Cont'd)
   d. Spelling and vocabulary:
      (1) Expand vocabulary through study from selected lists.
      (2) Work on individual spelling deficiencies.
   e. Study skills:
      (1) Improve logical thinking skills.
      (2) Prepare for SAT test items.
   f. Listening and speaking:
      (1) Do an oral project
      (2) Take notes from oral presentations.
   g. Usage:
      (1) Correct usage errors.
      (2) Take notes from oral presentations.

F. Behavioral Objectives for AMERICAN LITERATURE 1:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Correctly define and use appropriate vocabulary words.

2. Demonstrate knowledge of basic grammatical conventions.

3. Write a well-organized, critical analysis of a given literary work.

4. Demonstrate insights into character development, conflict, and interrelationships.

5. Recognize the use of the various elements of fiction and literary devices.

6. Recognize basic outlooks and philosophical differences among major American literary periods.

7. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

English
AMERICAN LITERATURE 1--HONORS (HP)
DPC #2354

A. Course Information

Grade Level: 11.

Length of Course: One semester.

Type: - Counts toward meeting English graduation requirements. College prep and honors ability grouping.

Recommendation for Enrollment:

Teacher/counselor recommendation, and parent approval. Consideration should be given to the student's demonstrated achievement on standardized tests and in past English classes.

B. Brief Description of the Course:

This is the third stage in a series of English courses for the preparation of students for college or university. It encompasses a survey of American literature (1607-1850), composition, vocabulary study, and grammar study as is necessary to enable student to perform well in college.

C. Board-adopted Textbooks:

Littell. Building English Skills, Purple Level. (McDougal Littell) Adopted 1979.
Pooley. United States in Literature. (Scott Foresman) Adopted 1964.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:
1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. Literature will focus on a study of American works with an emphasis on the influences imposed on literature by literary philosophies, historical events, and social theories.
2. Composition work will concentrate on the development of the expository essay, research, and analytical skills.
3. Grammar will concentrate on the elimination of errors in the areas of parallelism, diction, agreement, and correct use of tenses. Wherever possible, individualization of the grammatical study will be made.
4. Vocabulary development will continue throughout the year with emphasis on word structure.
5. Minimum Essentials will be covered as needed.
6. Problem-solving skills (including critical reading) will be an area of concentration. One strand of this will prepare the student for the SAT test.

F. Behavioral Objectives for AMERICAN LITERATURE 1--HONORS:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Use vocabulary words introduced throughout the semester.
2. Develop expository essays incorporating a general theme.
3. Prepare an analysis of a novel.
4. Identify grammatical errors in one's own writing and writing of other students.
5. Recognize major ideas and characteristics of important writers of American Literature from 1607-1850.
6. Analyze various literary examples of major American trends, such as Puritanism and transcendentalism.
7. Give an oral report on some aspect of American literature.
8. Write answers on an essay exam on American authors, comparing and contrasting, style, subject matter, and personal background.
9. Analyze a novel in terms of plot, setting, conflict, methods of characterization, theme, symbolism, and irony (if any).
10. Review Minimum Essentials as necessary.
11. Write a research paper concerning American literature.
12. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

English
AMERICAN LITERATURE 2 (P)
DPC #2365

A. Course Information

Grade Level: 11-12.

Length of Course: One semester.

Type: Counts toward meeting English graduation requirements. College prep ability grouping.

Recommendation for Enrollment:

Teacher and counselor recommendation.

B. Brief Description of the Course:

This is a course designed to prepare students for further academic work. It encompasses a survey of American literature from the Civil War to the present and is designed to enable students to develop better techniques of reading and grasping ideas. It should promote a deeper understanding and appreciation of our American heritage. There is concentration on composition along with constant vocabulary study and such usage as is necessary to enable students to express themselves well.

C. Board-adopted Textbook:

Blair. The United States in Literature. (Scott Foresman) Adopted 1964.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. Students who have not passed Basic Communications Minimum Essentials will be provided instruction in those areas.
2. Writing:
    a. Write compositions employing the various techniques of exposition and/or analysis of any literary selection.
    b. Write in-class essay exams.
    c. Write book reports according to teacher requirements.
    d. Write a research paper.
    e. Improve editing skills.

E. Brief Outline of Course Content: (Cont'd)

3. Literature:
   a. Study American Literature: Reconstruction to contemporary.
   b. Recognize the major thoughts and trends of American literature.
   c. Extend knowledge of literary terms and techniques.
   d. Read a class novel.
   e. Read a class play.
4. Spelling and vocabulary:
   a. Expand vocabulary through reading from selected lists.
   b. Work on individual spelling deficiencies.
5. Study Skills:
   a. Improve logical thinking skills.
   b. Study SAT test items.
6. Listening and speaking:
   a. Do an oral project.
   b. Take notes from oral presentations.
7. Usage:
   a. Correct usage errors.
   b. Correct language mechanics.
   c. Study punctuation (semicolon, colon, quotation marks, italics, parentheses, and brackets).
   d. Study parallelism, weak references, shifts, and voice.

F. Behavioral Objectives for AMERICAN LITERATURE 2:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Correctly define and use appropriate vocabulary words.
2. Demonstrate a knowledge of basic grammatical conventions.
3. Write a well-organized critical analysis of a literary work.
4. Write a formal paper.
5. Write essays employing conventional development.
6. Demonstrate insight into character development and interrelationships.
7. Recognize the use of the various elements of fiction and literary devices employed by the authors of various literary works.
8. Recognize basic outlooks and philosophical differences of modern American literature with that of preceding periods.
9. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

English
AMERICAN LITERATURE 2--HONORS (HP)
DPC #2374

A. Course Information

Grade Level: 11.

Length of Course: One semester.

Type: Counts toward meeting English graduation requirements. College prep and honors ability grouping.

Recommendation for Enrollment:

Teacher/counselor recommendation, and parent approval. Consideration should be given to the student's demonstrated achievement on standardized tests and in prior English classes.

B. Brief Description of the Course:

This is the third stage in a series of English courses for the preparation of students for college or university. It encompasses a survey of American literature (1850-present), composition, vocabulary study, and grammar study as is necessary to enable students to perform well in college.

C. Board-adopted Textbooks:

Littell. Building English Skills, Purple Level. (McDougal Littell) Adopted 1979.
Pooley. United States in Literature. (Scott Foresman) Adopted 1964.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. Literature will focus on a study of American works from 1850, to the present, with an emphasis on the influences imposed on literature by literary philos-ophies, historical events, and social theories.
2. Composition work will concentrate on the development of the expository essay, research, and analytical skills.
3. Grammar will concentrate on the elimination of errors in the areas of parallelism, diction, agreement, and correct use of tenses. Wherever possible, individualization of the grammatical study will be made.
4. Vocabulary development will continue throughout the year with emphasis on word structure.

E. Brief Outline of Course Content: (Cont'd)

5. Minimum essentials will be covered as needed.
6. Problem-solving skills (including critical reading) will be an area of concentration. One strand of this will help prepare the student for the SAT test.

F. Behavioral Objectives for AMERICAN LITERATURE 2--HONORS:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Use vocabulary words introduced in the course.

2. Write expository essays incorporating a general theme.

3. Prepare an analysis of a novel.

4. Identify grammatical errors in one's own writing and in the writing of other students.

5. Recognize major ideas and characteristics of important writers of American Literature from 1850 to the present.

6. Analyze various literary examples of major American trends, such as realism and traditionalism.

7. Give an oral report on some aspect of American literature.

8. Write an essay exam on American authors, comparing and contrasting style, subject matter, and personal background.

9. Analyze a novel in terms of plot, setting, conflict, methods of characterization, theme, symbolism, and irony (if any).

10. Review Minimum Essentials, as necessary.

11. Write a research paper concerning American literature.

12. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

English
ENGLISH LITERATURE 1 (P)
DPC #2385

A. Course Information

Grade Level: 11-12.

Length of Course: One semester.

Type: Counts toward meeting English graduation requirements. College prep ability grouping.

Recommendation for Enrollment:

Successful completion of at least one semester of American Literature.

B. Brief Description of the Course:

This course is one of a series of English courses for the enrichment of capable students and will prepare them to succeed in a college or university should they choose to attend. It encompasses the field of English literature from Anglo-Saxon times to the eighteenth century. Special emphasis is placed on composition, while grammar is studied from the standpoint of gross errors and contemporary usage. Such items as vocabulary study, note taking, and formal papers are pursued.

C. Board-adopted Textbook:

Pooley. England in Literature. (Scott Foresman). Adopted 1973.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. Students who have not passed Basic Communications Minimum Essentials MUST be provided with instruction in those areas.
2. Writing:
   a. Write compositions employing the various techniques of exposition and analyzing of literary selections.
   b. Write a research or analytical paper which demonstrates mastery of a subject.

E. Brief Outline of Course Content: (Cont'd)

3. Writing: (Cont'd)
    a. Write expanded in-class essay exams.
    b. Practice precis writing.
    c. Demonstrate the ability to edit and evaluate one's own writing.
4. Literature:
    a. Study English Literature: Beowulf through the 18th Century.
    b. Read and analyze a Shakespearean play.
    c. Recognize the major thoughts and trends of English literature.
    d. Demonstrate a thorough knowledge of literary terms and techniques.
5. Spelling and vocabulary:
    a. Work on individual spelling deficiencies.
    b. Expand vocabulary through reading and selected lists.
6. Study skills:
    a. Move toward independence in study techniques.
    b. Cover skimming and scanning.
    c. Introduce more sophisticated research sources.
    d. Learn to abstract pertinent information from research sources.

F. Behavioral Objectives for ENGLISH LITERATURE 1:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Correctly identify and use appropriate vocabulary words.
2. Demonstrate a knowledge of basic grammatical usage.
3. Write compositions employing the various techniques of expositions and/or analysis of any literary selection.
4. Write a formal paper which demonstrates mastery of a subject.
5. Demonstrate insight into elements of Elizabethan tragedy.
6. Recognize the use of the various techniques, styles, and philosophies of different English authors.
7. Recognize the changing styles and characterizations through succeeding literary periods.
8. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

English
ENGLISH LITERATURE 2
DPC #2395

A. Course Information

Grade Level: 11-12.

Length of Course: One semester.

Type: Counts toward meeting English graduation requirements. College prep ability grouping.

Recommendation for Enrollment:

Successful completion of at least one semester of American literature.

B. Brief Description of the Course:

This course is the final stage in a series of English courses for the preparation of students for college or university. It encompasses the field of English literature from the eighteenth century to modern times. Special emphasis is placed on composition, while grammar is studied from the standpoint of gross errors and contemporary usage. Such items as vocabulary study, note taking, and research papers are pursued.

C. Board-adopted Textbook:

Pooley. England in Literature. (Scott Foresman) Adopted 1973.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. Students who have not passed Basic Communications Minimum Essentials MUST be provided with instruction in those areas.
2. Writing:
    a. Write compositions employing the various techniques of exposition and analyzing of literary selections.
    b. Write a research or analytical paper which demonstrates mastery of a subject.
    c. Write expanded in-class essay exams.
    d. Practice precis writing.
    e. Demonstrate the ability to edit and evaluate one's own writing.

E. Brief Outline of Course Content: (Cont'd)

3. Literature:
    a. Study English Literature: 18th Century through contemporary.
    b. Recognize the major thoughts and trends of English literature.
    c. Demonstrate a thorough knowledge of literary terms and techniques.
4. Spelling and vocabulary:
    a. Work on individual spelling deficiencies.
    b. Expand vocabulary through reading and selected lists.
5. Study Skills:
    a. Move toward independence in study techniques.
    b. Cover skimming and scanning.
    c. Introduce more sophisticated research sources.
    d. Learn to abstract pertinent information from research sources.

F. Behavioral Objectives for ENGLISH LITERATURE 2:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Correctly identify and use appropriate vocabulary words.
2. Demonstrate knowledge of correct grammatical usage.
3. Write compositions employing the various techniques of expositions and/or analysis of any literary selection.
4. Write a formal paper which demonstrates mastery of a subject.
5. Write a precis and a summary.
6. Demonstrate insight into various genre of English literature.
7. Recognize the use of various techniques, styles, and philosophies of different English authors.
8. Recognize the changing styles and characterizations through succeeding literary periods.
9. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

English
SPEECH 1
DPC #2400

A. Course Information

Grade Level: 9-12.

Length of Course: One semester.

Type: Elective. Non-tracked. Does not count toward meeting English graduation requirements.

Recommendation for Enrollment: None.

B. Brief Description of the Course:

This course will investigate communication as a process. It covers the basic speaking techniques, such as use of the voice and body, speech composition, and research procedures. These techniques are utilized in the preparation of varying types of speech projects throughout the year, ranging from speeches to inform to persuasive speeches. Group speaking, including small group discussion and problem solving, is also taught.

C. Board-adopted Textbook: None

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. Know yourself and your audience
    a. Study of stage fright
    b. Individual speech problems

2. Communication as a process--study and recognition of the elements of the process

3. Subject matter and preparation
    a. Survey of possible subject matter
    b. Study of sources of information
    c. Library work

E. Brief Outline of Course Content: (Cont'd)

4. Planning, organization, and support
    a. Study of various methods of arranging an idea
    b. Outline
    c. Supporting material
    d. Speeches to inform

5. Delivery and audience delivery practice, using various types of speeches

6. Personal mannerisms
    a. Individual check on students
    b. Impromptu speeches

7. Extemporaneous work
    a. Study of extempore methods
    b. Study of rapid, logical thinking
    c. The use of evidence and reasoning
    d. Extemporaneous speeches
    e. Speeches to convince

8. Persuasion
    a. Study of persuasion
    b. Motives, appeals
    c. Monroe's motivational sequence
    d. Persuasive speeches

9. Style
    a. Study of word usage
    b. Vocabulary
    c. Pronunciation

10. Group speaking--study of organizational methods for group research and speaking.

F. Behavioral Objectives for SPEECH 1:

On teacher-selected tests, quizzes, checklists, and/or presentations, and evaluated by teacher's judgment, students will demonstrate development in:

1. Reference skills by listing and/or using bibliographical sources from Reader's Guide to periodical literature and the card catalogue on given subjects.

2. Defining and recognizing elements of the process of communication and how they interact.

F. Behavioral Objectives for SPEECH 1: (Cont'd)

3. Preparing speech outlines by:
    a. Given a general speech subject, write a clear and concise thesis statement to be used for a speech of specified length.
    b. Given a specific thesis statement, subdividing the ideas within that statement into one of the standard patterns of speech arrangement.
    c. Given a choice of subjects, developing a complete outline on that subject within a specified length of time.
    d. Given a thesis statement, selecting varied and specific supporting materials to support the thesis.

4. General speech skills by:
    a. Successfully taking part in a small group discussion.
    b. Giving an informative speech.
    c. Giving an argumentative speech.
    d. Giving a persuasive speech.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests

2. Publishers' tests

3. Standardized tests

4. Class projects, activities, and reports

5. Checklists

6. Student writings

7. Homework

8. District developed criterion-referenced tests

English
DISCUSSION AND DEBATE (P)
DPC #2415

A. Course Information

Grade Level: 10-12.

Length of Course: One semester.

Type: Counts toward meeting English graduation requirements. College prep ability grouping.

Recommendation for Enrollment: Successful completion of Grammar.

B. Brief Description of the Course:

This course covers the basic techniques in the analysis of and the support for contemporary topics facing society. These techniques include both oral and written skills in research, identification of ideas, structural composition of reasoning and proof, development of evidence, and expression of formulated ideas. Group speaking, including panel discussions, symposium, and debate will be taught.

C. Board-adopted Textbook:

Fryar, Thomas, and Goodnight. Basic Debate. (National Textbook Co.) Adopted 1986.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. Research techniques.
2. Note-taking.
3. Organization and outlining.
4. Content analysis.
5. Evidence.
6. Structure of reasoning.
7. Logic and proof.
8. Argumentation analysis and extension.
9. Techniques of discussion, including symposium, panel, round table.
10. Techniques of debate, as outlined by the National Forensic League.
11. Extemporaneous speaking.
12. Critical analysis and evaluation.
13. Persuasive speaking.
14. Parliamentary procedure.

F. Behavioral Objectives for DISCUSSION AND DEBATE:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will demonstrate improvements in:

1. Reference skills by listing bibliographical sources on given subjects. from Reader's Guide to Periodical Literature and the card catalogue.

2. Note taking by compiling subject-indexed reference cards on given division of their subject area choice.

3. Preparing speech outlines by:
    a. Given a general subject area, writing a clear and concise thesis statement to be supported in a speech of specified length.
    b. Given a specific thesis statement, subdividing the ideas within that statement into one of the standard patterns of argumentation analysis.
    c. Given a choice of subjects, developing a complete outline on that subject within a specified length of time.

4. Developing a logical argument.

5. Supporting a developed, logical argument with realistic evidence and/or acceptable forms of proof.

6. General speech skills by:
    a. Successfully taking part in a discussion method of one's own choice.
    b. Giving an argumentative speech on a contemporary topic of one's own choice.
    c. Preparing and presenting a debate according to the rules of the National Forensic League.
    d. Giving a five-minute extemporaneous speech, allowing for limited preparation on current topics listed in Time, U.S. News and Newsweek.
    e. Critically evaluating a speech as to logic, effectiveness, organization, and appropriateness.

7. Mastering the use of Parliamentary procedures.

8. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:
1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. District-developed criterion-referenced tests

English
COMPOSITION (P)
DPC #2425

A. Course Information

Grade Level: 11-12.

Length of Course: One semester.

Type: Counts toward meeting English graduation requirements. College prep ability grouping

Recommendation for Enrollment:

Teacher and counselor recommendation.

B. Brief Description of the Course:

This course is designed as a sequential writing course for English composition. The areas of theme writing included are those considered vital to writing skills for college-bound students. A review of Minimum Essentials will be provided as needed.

C. Board-adopted Textbooks:

Littell. Building English Skills-Purple Level. (McDougal Littell) Adopted 1978.
Payne. The Lively Art of Writing. (Follett) Adopted 1969.
Warriner. Advanced Composition Book of Models for Writing. (Harcourt Brace) Adopted 1971.
West. Developing Writing Skills. (Prentice Hall) Adopted 1975.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

1. Students who have not passed Minimum Essentials Basic Communications and Writing will be provided instruction in those areas.
2. Usage:
   a. Review gross errors of sentence structure.
   b. Practice sentence manipulation and parallel structure.
   c. Work on individual deficiencies.

E. Brief Outline of Course Content: (Cont'd)

3. Writing:
    a. Review paragraph structure.
    b. Understand and use transitions.
    c. Write a variety of paragraphs (expository, persuasive, narration, descriptive).
    d. Develop a variety of essays (expository, persuasive, narrative, descriptive).
    e. Understand how to shift voice according to purpose of a piece of writing.
    f. Adopt writing for a variety of audiences.
    g. Write a formal research paper.
    h. Learn both to expand and compress a subject.
    i. Learn to edit material.
4. Study Skills:
    a. Use footnoting techniques correctly.
    b. Learn outlining skills.
    c. Learn bibliography techniques.
    d. Refine notetaking skills.
    e. Refine research skills (e.g., Reader's Guide and indices).
    f. Distinguish between primary and secondary sources.
    g. Learn inductive and deductive reasoning.
5. Spelling and vocabulary:
    a. Work on individual spelling deficiencies.
    b. Review word structure and vocabulary in preparation for the SAT.
    c. Recognize a higher level of vocabulary study terminology.
    d. Increase skills in word form manipulation.

F. Behavioral Objectives for COMPOSITION:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Demonstrate an understanding of the mechanics and structure of the sentence.

2. Demonstrate an understanding of the structure of a paragraph through the use of transition.

3. Demonstrate an ability to develop parallel structure and sentence variety.

4. Demonstrate an ability to write different kinds of paragraphs.

5. Demonstrate an ability to write essays.

6. Prepare a research paper, including footnotes and bibliography.

7. Demonstrate a knowledge of the Minimum Essentials for Basic Communications and Writing.

8. Demonstrate an ability to edit material.

9. Demonstrate an expanded vocabulary.

10. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

English
CREATIVE WRITING (P)
DPC #2435

A. Course Information

Grade Level: 11-12.

Length of Course: One semester.

Type: Counts toward meeting English graduation requirements. College prep ability grouping.

Recommendation for enrollment: None.

B. Brief Description of the Course:

Creative Writing is a one-semester course designed to provide training for students in the composition of poetry, short stories, personal essays, and plays. A review of Minimum Essentials will be provided as needed.

C. Board-adopted Textbook:

West. On Writing by Writers. (Ginn and Company) Adopted 1969.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Computers and software
7. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. General principles:
    a. Something to write about: subject and theme.
    b. Observation and sensory words.
    c. Description and imagery.
2. Writing non-fiction
3. Writing fiction
4. Understanding characterization
5. Understanding setting and plot
6. Writing the short story
7. Writing the play
8. Writing poetry
9. Usage
    a. Review gross errors of sentence structure
    b. Practice sentence manipulation and parallel structure
    c. Work on individual deficiencies

E. Brief Outline of Course Content:

10. Writing
    a. Review paragraph structure
    b. Understand and use transitions
    c. Understand how to shift voice according to purpose of a piece of writing
    d. Adopt writing for a variety of audiences
    e. Learn to both expand and compress a subject
    f. Learn to edit material

F. Behavioral Objectives for CREATIVE WRITING:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will demonstrate writing skills in:

1. Prose studies by:
    a. Recognizing structures and techniques of professional writers.
    b. Plotting a short story, as demonstrated by writing a short story from a detailed outline.
    c. Writing original short stories, involving dialogue and employing various points of view.

2. Poetry studies by:
    a. Writing original poems based on standards to be determined by a teacher-designed checklist.
    b. Showing conceptual familiarity with the basic types of imagery by writing a brief original work of either prose or poetry that creates the types of images.

3. Demonstrate a knowledge of the Minimum Essentials for Basic Communications.

4. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion--referenced tests

English
SHAKESPEARE (P)
DPC #2445

A. Course Information

Grade Level: 11-12.

Length of Course: One semester.

Type: Counts toward meeting English graduation requirements. College prep ability grouping.

Recommendation for Enrollment: None.

B. Brief Description of the Course:

This course is designed as an in-depth approach to selected works of William Shakespeare. A brief study of the history of the theatre will be included, as will historical background on England and Shakespeare to help make otherwise topical and difficult passages from the plays meaningful to the student. Emphasis is placed on critical expository writing. A review of Minimum Essentials will be provided as needed.

C. Board-adopted Textbook:

Harding. Complete Works of Shakespeare. (Scott Foresman) Adopted 1974.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Periodicals
4. Audio-visual materials
5. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. Recognition of major influences and highlights of William Shakespeare's life.
2. Review of historical background to Elizabethan theatre.
3. Demonstration fo knowledge of such literary techniques as plot, structure, character development, figurative language and imagery, and theme.
4. Intensive study of at least three (3) plays from the Shakespeare canon.
5. Composition of two critical expository essays (one per quarter), demonstrating knowledge of literary terms and techniques.
6. Coverage of Basic Communications and Writing Minimum Essentials, as needed.

Approved 4-10-85

F. Behavioral objectives for SHAKESPEARE:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Identify attributes of Shakespearean theatre.
2. Relate Shakespeare's life and times to his work.
3. Explain the differences among the three types of Shakespearean plays--comedy, tragedy and history.
4. Write a critical analysis of one or more of Shakespeare's plays.
5. Identify selected literary techniques and devices used in Shakespearean plays and/or sonnets.
6. Demonstrate an understanding of main themes and ideas in each play studied.
7. Demonstrate an understanding of content and circumstances of key lines from Shakespeare's work.
8. Demonstrate an understanding of characterization, according to an accepted theory of characterization or analyzing individual character traits.
9. Identify the five basic elements of structure of a Shakespearean play, including exposition, rising action, technical and dramatic climaxes, falling action, and catastrophe or denouncement.
10. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

English
MODERN LITERATURE (P)
DPC #2455

A. Course Information

Grade Level: 11-12.

Length of Course: One semester.

Type: Counts toward meeting English graduation requirements. College prep ability grouping.

Recommendation for Enrollment: None.

B. Brief Description of the Course:

This is a semester course designed to acquaint students with the great writers of the 20th century. Students will read selections of all types from representative authors of various countries. The class will read and study as a group several selected long works (novel, play, biography, poem). Students will be required to read and report on two full length selections per quarter (novel, biography-autobiography, play). Composition assignments will center on critical evaluations of selections read.

C. Board-adopted Textbook:

Frier. Adventures in Modern Literature. (Harcourt Brace) Adopted 1970.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom sets of fiction and non-fiction books
4. Periodicals
5. Audio-visual materials
6. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. First quarter:
   a. Read and discuss a selection of modern short stories.
   b. Study twentieth century drama, and read and discuss one full-length play and two one-act plays.
   c. Read and discuss selected works of twentieth century poets.
   d. Write critique(s) of modern literary works.

E. Brief Outline of Course Content: (Cont'd)

2. Second quarter:
   a. Read and discuss a modern novel and analyze the genre.
   b. Report on books selected for the first quarter critiques and discuss the materials presented.
   c. Read and discuss a selection of modern essays, biographies and/or other non-fiction works.
   d. Write critique(s) of modern literary works.
   e. Read the core works in depth to comprehend the larger meaning of the work as well as the nuances.
3. Minimum Essentials students who have not passed Basic Communications Minimum Essentials will be provided with instruction in those areas.

F. Behavioral objectives for MODERN LITERATURE:

On teacher-selected tests, quizzes, checklists, written assignments and evaluated by the teacher's judgment, students will:

1. Demonstrate improvement in composition skills and development in understanding of modern literature by:
   a. Writing an in-depth study on the use of plot, character, setting, and theme of a work of a modern writer in whom the student has a particular interest.
   b. Writing a report on a significant modern drama, explaining the playwrite's use of conflict, characterization, and theme.
   c. Writing a series of brief analyses of the literary techniques of selected modern poets.
   d. Writing a well organized essay, discussing the main character traits of a major character from one of the course novels, ranking them from least to most important.
   e. Writing a paper on a novel's naturalistic and/or existential traits.

2. Demonstrate improvement in understanding of modern poetry by analyzing a poem's rhythm, imagery and verse form, symbolism, and theme.

3. Demonstrate improvement in understanding of fiction by:
   a. Discussing the plot, structure, characterization, inherent philosophy, and theme of a given modern novel.
   b. Evaluating, integrating, and judging the accuracy of conclusions about a work's main character by supporting descriptions with critical comments and reasons for selection.
   c. Recognizing the most common themes in literature since World War II.
   d. Identifying elements of realism in given novels and short stories.
   e. Discussing the philosophies of selected 20th century authors.
   f. Indicating the relationship of intellectual and social implications within a given work.
   g. Recognizing and characterizing the existential man and the modern anti-hero in selections of modern world fiction.
4. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

A. Course Information

Grade Level: 9-12.

Length of Course: Two semesters.

Type: Elective. Does not count toward meeting English graduation requirements.

Recommendation for Enrollment: None.

B. Brief Description of the Course:

This course includes instructions in the basic techniques of theatre practice which include voice, body movement, stage arrangement, character analysis and interpretation. Acting techniques and pantomime are taught. Instruction is given in theatre history and dramatic literature from the ancient Greeks to the present, production techniques, stage makeup, lighting, scene design and construction.

C. Board-adopted Textbooks:

Gassner. Reading and Staging the Play. (Holt Rinehart) Adopted 1971.
McGaw. Acting Is Believing. (Holt Rinehart) Adopted 1969.
Schreck. Principles and Styles of Acting. (Addison Wesley) Adopted 1979.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom library
4. Periodicals
5. Audio-visual materials
6. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. First semester:
   a. The play and its structure--study of play structure, types of drama, analysis of plays, and required reading assignments.
   b. Pantomime--use of the body, and various projects in pantomime.
   c. Elementary stage techniques--stage and body positions, and stage areas and movement.
   d. Modern scenes--preparation and presentation of scenes from modern plays.
   e. The voice--study of correct and effective use of the voice, and interpretation.
   f. Criticism--study of group and individual analysis and criticism.
   g. Character-opposite scenes--character study and analysis, preparation, and presentation of character.
   h. History of theatre--the Greek and Roman eras.

E. **Brief Outline of Course Content:** (Cont'd).

2. Second semester:
    - a. Technical theatre--study of stage makeup, scene design, and lighting.
    - b. History of theatre--Medieval, Elizabethan, and Restoration drama.
    - c. Period scenes--preparation and presentation of scenes from period plays.
    - d. Play production--study of all phases of production, rehearsal, direction and production of a full length of three one-act plays for public presentation.
    - e. Research projects--oral presentation of research projects.
    - f. Survey of mass media--study of the mass communication fields of radio, screen, television, and stage.

F. **Behavioral Objectives for DRAMA:**

Students will improve such dramatic skills as:

1. Performance skills:
    - a. Pantomime and body movement.
    - b. Voice and diction.
    - c. Improvisational situations.
    - d. Character development.
2. Knowledge of:
    - a. Theatre history.
    - b. Acting methods.
    - c. The basic parts of a play.
3. Principles and procedures of technical aspects:
    - a. Costume design.
    - b. Make-up.
    - c. Stage lighting.
    - d. Stage sets.
4. Performance by preparing and presenting a one-act play, skit, and/or participating in a major school drama production.
5. Acquire and improve study skills as specified in the framework.

G. **Assessment Procedures:**

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

Approved 4-10-85

English
ADVANCED DRAMA
DPC #2470

A. Course Information

Grade-Level: 10-12.

Length of Course: Two semesters. Upon teacher and counselor approval, this course may be repeated for elective credit.

Type: Elective. Does not count toward meeting English graduation requirements.

Recommendation for Enrollment:

Successful completion of Drama.

B. Brief Description of the Course:

This course includes a review of theatre history and its relation to the student's acting performance of period and modern plays, with an emphasis on style. Close work will be done with actual production, both in major school productions and independent projects, such as one-act plays. The student actor will be exposed to various aspects of the theatre-acting, directing, playwriting, makeup, set and costume design, production, and advertising and promotion.

C. Board-adopted Textbook: None.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks and other expendable instructional materials
2. Vocabulary and spelling lists
3. Classroom library
4. Periodicals
5. Audio-visual materials
6. Photocopied materials

E. Brief Outline of Course Content:

Students who have not passed Basic Communications Minimum Essentials MUST be provided instruction in those areas.

1. First Semester:
   a. The play and its structure--the study of drama, play structure, critique of plays, and dramatic readings.
   b. Pantomime--review pantomime, write and present a pantomime routine.
   c. Advanced stage technique--stage presence, positions, and movements.
   d. Modern scenes--preparation and presentation and production of scenes from modern plays.
   e. Advanced scenes--preparation, presentation, and production of scenes written by students.

E. **Brief Outline of Course Content:**

2. **Second Semester:**
    a. Technical theatre--advanced study of stage makeup, scene design, lighting, and costumes.
    b. Development of the modern director--management and techniques.
    c. Project Play--play to be student-produced and directed.
    d. Period Scenes--preparation, presentation, and production of scenes from period plays.
    e. Practical use of TV equipment--train a crew capable of video taping school events.

F. **Behavioral Objectives for ADVANCED DRAMA:**

On teacher-selected tests, quizzes, checklists, projects and/or performances evaluated by teacher judgment, students will demonstrate development in performance skills by:

1. Preparing and rehearsing an oral interpretation for class presentation.

2. Demonstrating satisfactory skill in pantomime situations.

3. Demonstrating satisfactory skill in improvisational situations.

4. Being involved in student-acted and directed scenes.

5. Presenting a memorized scene in front of an audience (class or invited), using satisfactory stage techniques and character development.

6. Participate in the production of a one-act play to be presented in class (acting, directing, or crew).

7. Acquire and improve study skills as specified in the framework.

G. **Assessment Procedures:**

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests

English
INDEPENDENT STUDY: ENGLISH (P)
DPC #2485

A. Course Information

Grade Level: 12.

Length of Course: One semester.

Type: Elective. College prep.

Recommendation for Enrollment:

Consent of instructor, department chairman, and counselor.

B. Brief Description of the Course:

Students will work independently on any subject of a particular interest. Students will meet with their teacher-sponsor at least once a week for advice and to determine progress, but roll will be taken on all regularly scheduled days. Students must first secure a teacher-sponsor and determine the subject and amount of work to be done, and then counselor permission must be obtained.

C. Board-adopted Textbook: None.

D. Supplementary Instructional Materials: To be determined.

E. Brief Outline of Course Content:

To be determined.

F. Behavioral Objectives for INDEPENDENT STUDY: ENGLISH:

The student will:

1. Construct an outline or plan, with the assistance of a faculty adviser, for an advanced project related to English, to be evaluated by the adviser.
2. Provide the faculty adviser with regular written or oral progress reports. The nature and content of these reports is to be determined by the adviser and the student.
3. Demonstrate, according to an adviser or department-designed checklist, advanced comprehension and knowledge in the chosen area of study.
4. Demonstrate in a research paper using critical works, comprehension, and knowledge of the research topic.
5. Write a research paper according to an acceptable college-standardized style sheet.
6. Acquire and improve study skills as specified in the framework.

G. Assessment Procedures:

The degree of attainment of these objectives may be measured by one or more of the following:

1. Teacher's tests
2. Publishers' tests
3. Standardized tests
4. Class projects, activities, and reports
5. Checklists
6. Student writings
7. Homework
8. Criterion-referenced tests